





The
Library-
Museum

HEAD
START

Partnership

Books Change Lives

A Library Head Start to Literacy: The Resource Notebook for the Library–Museum–Head Start Partnership

Virginia H. Mathews

Susan Roman

Foreword

The Center for the Book in the Library of Congress was established by law in 1977 to stimulate public interest in books, reading, and libraries. A small and catalytic office, it fulfills its mission primarily through a network of 36 affiliated state centers (with more on the way) and a reading promotion partners program that includes more than 50 national educational and civic organizations. For information about the Center for the Book and its activities, visit its Web site at www.loc.gov/loc/cfbook.

The Library-Museum-Head Start Partnership Project, administered by the center from 1992 to 1997, has been one of the center's most successful endeavors. Combining the resources and talents of the Head Start Bureau of the U.S. Department of Health and Human Services, the Association for Library Services to Children, a division of the American Library Association, and, after 1994, the Association of Youth Museums, the project demonstrated across the country how libraries and museums that serve young children can work closely with Head Start grantees and classroom teachers.

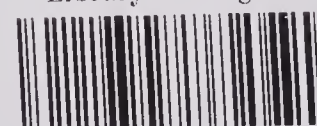
This resource notebook helps extend the partnerships formed during the project at both the national and community levels. The Center for the Book is grateful to the notebook's two authors, Virginia H. Mathews and Susan Roman, for a job well done. Consultant Virginia Mathews served as coordinator of the Library-Museum-Head Start Project. Susan Roman is executive director of the Association for Library Service to Children. Thanks also go to Center for the Book program specialist Anne Boni for her support and to Barbara Hart and the staff of Publications Professionals, Inc. of Annandale, VA for help in preparing the notebook.

As the authors explain in greater detail in their preface, "everything in this resource notebook may be used to the fullest: program activity, lists of materials, tips on how to encourage family literacy and to help a child enjoy reading, definitions, research cited--everything." Materials may be copied for educational use and for use by non-profit organizations provided that original sources are cited and that appropriate credit is given to this resource notebook. Materials may not be copied or used by commercial organizations or in publications intended for sale.

For further information, contact the Center for the Book, Library of Congress, 101 Independence Ave., S.E., Washington, D.C. 20540-4920. The center's telephone number is (202) 707-5221. Its e-mail address is: cfbook@loc.gov.

John Y. Cole
Director
The Center for the Book

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Preface



Background of the Partnership

The Library–Head Start Partnership has been administered from 1992 to 1997 by the Center for the Book in the Library of Congress. It resulted from a proposal requested by the Head Start Bureau of the U.S. Department of Health and Human Services following a symposium that addressed the potential of partnerships between libraries and other agencies serving young children and families and was held at the Library of Congress in November 1989. Program officers who had attended this symposium returned with enthusiasm for the possible benefits to Head Start children, parents, and teachers of a close collaboration with children's librarians and with library services and resources. An interagency agreement between the Center for the Book and the Head Start Bureau was signed and ready to be implemented in May 1992.

Collaboration with Association for Library Service to Children

The partnership project was carried out from the beginning with the collaboration of the Association for Library Service to Children, a division of the 58,000-member American Library Association. After the Association of Youth Museums joined the collaboration in 1994, its members and other youth-serving personnel from museum staffs participated in the workshops.

The project was designed to demonstrate in communities across the country how libraries that serve young children can plan and work with Head Start grantees and classroom teachers to enhance learning and to involve parents and other primary caregivers and families in children's literacy and language development.

Planning

A planning meeting was held in July 1992 with 40 participants from more than 30 states. The product of this intensive 3-day effort was a set of guidelines for producing a proposed video and for developing state or regional workshops, along with written materials such as this resource book and a training guide for use with the video. Leaders from both Head Start and libraries were solidly behind the concept and its potentials.

The multimedia package produced to support the development and operation of the partnership encourages Head Start teachers, home visitors, aides, volunteers, parents, and other primary caregivers and families to integrate books and other library resources and services into the day-to-day learning experiences of the child and to build bridges between Head Start and the child's home. A major goal has been to develop a network of library—and later museum and other—learning resources that are based in the community and are geared to support Head Start staff members and parents. The network will ensure that when preschoolers reach school age, they are well prepared and have the basic concepts and skills that will enable them to succeed in school and to build a strong foundation for lifelong learning.

Those of us who projected this vision knew from the start that we were not inventing a totally new relationship between Head Start and libraries. The two had interacted since Head Start began in 1965. Such relationships were usually between individual classroom teachers who happened to be near an interested library branch, and the interactions were apt to be sporadic and haphazard—a matter of chance rather than routine. Without a commitment or planning from the top and without institutionalization, these collaborations ceased with staff changes. The partnership project's endeavor has been to strengthen relationships where they existed, multiply them throughout Head Start, and formalize them. Raised to a higher level on the joint agenda of both Head Start grantees and libraries, these partnerships can and have become, in many instances, part of the expectations of parents, children, teachers, and other staff members in Head Start, as well as those of libraries and youth-serving museums. Before the partnership project, there had been no instances—as far as we have been able to tell—in which library resources and services had been related specifically to Head Start priorities such as family literacy; parent involvement in children's learning; training to help parents become involved; and technical assistance to teachers, aides, and volunteers—who are often parents of children in the classroom.

The Video

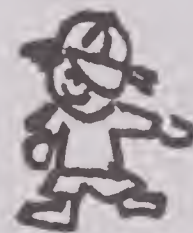
Immediately after the planning meeting of July 1992, Dr. John Y. Cole, Center for the Book Director and Project Director; Virginia H. Mathews, Project Coordinator; and Dr. Susan Roman, Consultant to the Project and Executive Director of the Association for Library Service to Children (the children's service division of the American Library Association), prepared requirements for the video. Using our criteria, the Library of Congress's contracts and logistics office selected the producer: Video Software Associates of Arlington, Virginia. Work began in the fall of 1992, resulting in a script so shooting could begin before the end of the year.

We carefully chose sites with a view to true multiculturalism: an attractive but typical Head Start classroom, and an excellent urban public library. All on-site shooting was done at the Viers Mill Elementary School in Montgomery County, Maryland, and at the Martin Luther King main library of the Washington, D.C., public library system. We sought material from other sites and used it by permission. At Viers Mill School, the overall student population is highly diverse, and more than half the children are below the poverty line. This Head Start site had both a morning and an afternoon shift with different aides and had a set of parent volunteers for each shift. The teacher was creative, warm, and ebullient. She took naturally to her library partner, the attractive and competent head of the Martin Luther King library's children's services. With the "rough cut" approved by the Head Start Bureau staff in April 1993, the Head Start Bureau was able to ship copies of the video and the accompanying guidebook directly to Head Start grantees and delegate agencies by the end of September. Viewing the video is key to understanding what the partnership is about.

Because not everyone who has and uses this resource book will have a copy of the video or the guidebook that is used with the video, we will include portions within this book. See Appendix B for the script plus Chapter 5 for additional information about using the video with workshops and Chapter 6 for other types of groups. Below we give you information about what the video is intended to convey.

The video, titled "The Library-Head Start Partnership," accomplishes the following, both visually and in words:

- Demonstrates and encourages development of a "print-rich" classroom
- Highlights what libraries who serve children do, and how they do it
- Shows how books help to individualize learning experiences and stimulate inquiry
- Demonstrates that books, plus programming with books, provide a means for parents to become more closely involved in children's imaginings, fears, and interests
- Indicates how exposure to and familiarity with books sets the stage for helping 3- to 5-year-olds get ready to learn to read for themselves
- Shows how books, carefully fitted to individuals, can help develop emotional perspectives, self-esteem, confidence, a desire to share ideas, and a sense of sequence and order
- Highlights the potential for family literacy and shows how parents can easily become involved in being models of reading enjoyment and also in bridging the learning process from home to classroom and back again
- Shows how library programs can spin out from the children to other areas and spill over to become resources for the whole family



- Depicts settings—real and imaginary—and different kinds of characters; also shows interactions of people of different cultures, genders, and ages to give children a sense of a world much wider than the one they live in
- Relates words, concepts, and critical-thinking skills to all areas of the curriculum in the education program and to other Head Start components
- Provides ideas about how librarians and Head Start staff members, parents, and volunteers can use books and other media to reinforce and expand everyday activities in the classroom and at home
- Demonstrates how when children recognize themselves and their own feelings and experiences within books, that recognition helps them overcome a sense of isolation and become more articulate
- Shows how books and other materials can help children examine and discuss opposing viewpoints and compromises, how characters made choices, and how problems were solved
- Shows how the library books and other provided materials lend perspective to the child's place in history, race, ethnic group, and family
- Shows librarians and Head Start staff members, who team with parents, how books help children to make choices, to compare and contrast, and to predict and analyze.
- Shows books and stories that inspire children to use words and pictures to create stories of their own

The Resource Manual

We began work on the resource manual immediately following the 1992 planning meeting. We outlined the contents and began to prepare materials that would be needed for the workshops. At the same time the video was being created, we developed the general plan for the workshops, including content, location, and means of selecting the participants. The resource manual became a work in progress and was added to with each workshop that took place. Not only have we included material that was prepared by the project leaders and by workshop speakers and panelists, but also this manual contains much that was obtained from other sources. Most important, the manual's content has been immensely enriched and expanded by hundreds of pieces of material brought to the workshops by hundreds of participants. We used and tried out a wealth of material at the various workshops so we could include the most useful pieces.

The Workshops

Throughout the years in which workshops took place (1993–1996), our most absorbing task was selecting participants. Our goal for each workshop was an equal, or as close-to-equal as possible, number of participants from each of the partner agencies. In our final selection of participants, we used lists from many sources, as well as many criteria such as geography, urban or rural mix, and

demographics. Above all, our process sought to arrange attendance by teams from the same localities so they could work together later. We sent invitations to the directors of Head Start grantee agencies, and those directors often elected to come to the workshop themselves. If directors could not attend, education coordinators, family literacy coordinators, parent involvement coordinators, and sometimes social service and health coordinators participated most often. Head Start participants usually had leadership responsibility in areas of supervision and training. As a rule, we sent invitations directly to children's librarians and they arranged for necessary permissions to participate.

The first multistate workshop was held in Sacramento in December 1993. The video was ready to be used at the opening session, as it was in all subsequent workshops, to introduce the partnership and to start the discussion. The 44 participants came from the states of Alaska, California, Idaho, Montana, Nevada, Oregon, and Washington. One or two came from Arizona and New Mexico. The second multistate regional workshop took place in March 1994 in Richmond, Virginia, and included 79 participants from 21 eastern states and the District of Columbia. The workshop could accommodate only three or four persons from each state because we had so many states to cover. However, we felt that these large regional meetings were good introductions to the concept of the partnership and helped ensure that every state knew about it from the beginning and had some opportunity to take part. Also these early meetings stimulated spin-off workshops and planning as the word spread throughout the country. In May 1994, the third multistate workshop was held in Topeka, Kansas, and had 76 participants from 19 states in the middle of the country and the Southwest.

Joint Partnership with Association of Youth Museums

In the spring of 1994, the Center for the Book was asked to include members of the Association of Youth Museums in the training workshops so museum directors and education coordinators could join with the team of Head Start and library personnel at each locality. In July 1994, an introductory meeting of Center staff and Head Start staff members, along with several leaders of the Association of Youth Museums, was held at the Library of Congress. In September, a much larger planning conference was held in Washington, D.C., to discuss integrating the museums into the ongoing project. More than 60 people participated. Plans were made to include museums in the two workshops being developed for 1995 and in all subsequent ones, should funding be available.

Expanded Partnership Workshops

The first workshop of the expanded partnership was unique in at least two respects: it was the first planned for a single state, and it was the first in which museum staff members would be included. Held in Orlando, Florida, in February, the

initial workshop for 1995 was declared an immense success in terms of scope, content, presentation, and motivation. Participating were 29 Head Start leaders, 31 library leaders, and 16 museum leaders, plus representatives from the Regional Office of Head Start (Region IV), the partner agency personnel, and the Florida Center for the Book. Head Start Indian and Migrant programs were both represented, as were a number of complete partnership teams (Head Start, museum, and library) from city and rural areas. As we had suspected, the single-state framework was by far the most productive and satisfactory one with which to work. First, participants within each group knew each other (Head Start people knew other Head Start people, and so on). They set forth to get acquainted with the goals and operations of the other groups with a high degree of eagerness. Museum staff people seemed as delighted to find commonalities of purpose in the librarians and Head Start people as we had previously found those groups to be when encountering each other! A second outstanding asset for the single-state format was the chance to have as panelists and group discussion facilitators people who represented the related statewide leadership from the state education agency, a child development expert from the university, and the president of a state organization (Kiwanis). Finally, and perhaps most significant of all, was that state leadership was in place (the head of youth services on the state library staff and Head Start collaboration people) and could provide continuing guidance and follow-up opportunities.

In the two subsequent workshops during 1995, youth museum personnel participated and contributed greatly to both through their materials prepared for distribution, ideas, and early planning with members of the other two groups in their locality. The second 1995 workshop was held in Minneapolis in April. We sought to gauge the viability of a workshop that included all the states of a federal region: Region V, which is headquartered in Chicago. The workshop included librarians, Head Start staff members, and youth museum staffs from Illinois, Indiana, Michigan, Minnesota, and Ohio. The Head Start administrator for Region V participated fully and enthusiastically on both days and provided a sense of framework and continuity of interest on a regional basis.

It is of interest to note that even before our alliance with the youth museums, we had chosen to have our “festive night out” at the end of the workshop’s first day of meeting at a museum. This approach began with our Topeka workshop for the central midwest states in 1994 during which the Western History Museum opened its doors for a delightful dinner that was exclusively for the partnership workshop and was served chuckwagon style to our participants. This pattern prevailed at all subsequent workshops and provided some hands-on museum experiences for all participants. At all five workshops in which youth museum staff members participated (1995–1996), participants were eager and were delighted with the potentials of the three-way partnerships with Head Start and libraries and full contributors during and after the workshops.

The third workshop held in 1995 was in Austin, Texas, in December. Again, this workshop sought to explore the extraordinary potential of the project. This partnership could penetrate even in a single state the size of Texas and could nearly saturate people's awareness of the partnership and could gain concerted local action. During this workshop, we readily found many a three-way match in localities among librarians, Head Start staff members, and youth museum staff members. Because of distances, many participants elected to contact each other in advance. In some cases, they made plans before the workshop, and in many cases, they arranged to carpool to Austin. The selection process broke down under the eagerness of those who wanted to participate, and we ended up with about 100 participants instead of the more usual 80 or so. Again, we were able to include many related leadership people from within the state. Our belief that a single statewide workshop was the most productive format was reaffirmed. The state group of 75–100 was large enough to present numerous situations and possibilities, each structured within a framework that was familiar to all participants and yet large enough to offer new vistas.

We offered two more workshops in 1996. Each involved pairs of states: one in the Southwest, and the other in the plains states. The Arizona–New Mexico workshop was held February 29–March 1, 1996, in Scottsdale, Arizona. The Colorado–Wyoming workshop was held in Denver on September 5 and 6, 1996. Wyoming, sparsely populated as it is and with relatively few Head Starts, museums, or libraries, had some 20 persons who represented all three components. For these last two workshops, participation again edged near the 100 mark because, as so many invitees told us, this was a rare and wonderful professional opportunity for them.

From the first of the 1995 round of workshops, it seemed that word about the partnership project and the workshops had “gotten around,” and that participation was highly anticipated. Participants during 1995–1996 came prepared to “show and tell” and to meet their new partners eagerly. Participants either sent ahead or brought with them cartons full of material to be shared; much of this material has found its way into this resource notebook.

Use of This Notebook

Everything in this notebook may be used to the fullest: program activity suggestions, lists of materials, tips on how to encourage family literacy and help a child enjoy reading, definitions, research cited—everything. You may copy and use these materials as long as you give original sources. One of the most magical and meaningful things about Head Start is that everybody gets in the act: children, parents, caregivers, families, teachers, aides, and volunteers. The result is that everybody wins. Parents and other family members are given the opportunity to

link what goes on in the Head Start program with what goes on at home. The result is that other siblings are enriched, and parents feel greatly empowered.

Nothing in this notebook is set in concrete or stone. It has been designed in loose-leaf format because it is a work in progress. If an activity doesn't work for you, please disregard it. If an adaptation fits your needs, please adapt it. You can add other materials as you come across them and can keep the information pool growing. You should clip things from newspapers and magazines and should write down useful quotes from TV or things you see on the Internet. When you go to meetings, pick up materials and then stash things you can use in the back of this notebook.



A child is a person who is going to carry on what you have started. He is going to sit where you are sitting, and when you are gone, attend to those things which you think are important.

You may adopt all the policies you please, but how they are carried out depends on him. He will assume control of your cities, states, and nation. He is going to move in and take over your churches, schools, universities, and corporations....

The fate of humanity is in his hands.



—Abraham Lincoln

Introduction



Definition of Literacy

The definition of literacy has changed, developed, and become more sophisticated during the twentieth century. Even at the beginning of this century and for hundreds of years before, the great majority of people had little need for high levels of literacy. If they could sign their names plus read signs and simple messages, that knowledge was often sufficient. Long before “sound bites” on TV, newspapers with mass circulation depended on what might be called “sound bites in print.” Large headlines carried important news to many low-level readers; newsboys carried handbills to give out and shouted headlines on street corners. At a time when most children did not attend school beyond the sixth grade, a sixth grade level of literacy was considered basic literacy. A good farmer or a man running a small business, like the workers he hired, did not need the literacy required of professionals or scholars.

Yet, there was always a core of people who loved to read. As with everything else, the more you do something you enjoy, the better you get at doing it. Libraries were founded in North America during colonial times. The Founding Fathers were readers—the thinkers, planners, and policymakers like Jefferson, Madison, Franklin, and Adams—as were those who fanned the starting flames of revolution like Tom Paine. For such people, reading has always meant more than merely decoding (figuring out what the letters spelled); it meant being able to put into words one’s thoughts and ideas, along with the meaning of experience. For such people, reading means the opportunity to compare their feelings and problems with those of others and to learn from others’ decisions and solutions. As most men became engrossed in struggling to carve a country out of a rugged wilderness, reading came to be associated more with women, who made time to read the Bible and other works and who, before the advent of formal schooling, cared for educating the children. Books were precious possessions to many, hallmarks of civilization that occupied the limited space in many a covered wagon going west.

It is estimated that from 20 percent to 25 percent of today’s population has not fully mastered basic literacy enough to show competence in reading materials at a sixth grade level. A portion of those cannot read at all, and a large proportion of our illiterate and semi-literate population is in correctional institutions. Furthermore, nearly one-half of today’s Americans fall short of what may be called “leadership literacy.” They do not read well enough to help them shape their thoughts in writing or in spoken language. Full command of language in all its

forms bestows self-confidence, breadth of vision and perspective, understanding of cause and effect, the capacity to tolerate ambiguity and delayed gratification, and many other life skills. Reading broadens the sense of options; it makes one alert to opportunities and the existence of alternatives. Being only partially literate is a huge strike against success in today's society. The lack of high-level literacy and related thinking skills—after all we *think* in words—is only just now being recognized as a serious deficit.

Adult Basic Literacy

Adult education programs, connected mainly with schools, offer training in adult basic literacy. Many companies provide remedial training for adult workers so that they can do their jobs. Several national volunteers-for-literacy groups coordinate and train teachers who, in turn, teach individuals to read. Incentive and motivation and, therefore, retention seem to be a difficulty in many of these programs. People can be taught to read and still not become readers. Practice is essential until reading becomes a habit; unfortunately, real enjoyment in reading is necessary if the habit is to become ingrained. These programs of mastering skills often lack the element of learning to use a library. Reading for its own sake or even for the sake of a job does not create a reader. Readers must have an emotional response to a new world entered, new insights, places they can go as readers, and situations and people they can better understand.

Family Literacy

Many professionals who have long been involved in the struggle to promote literacy and its primary importance to the social and economic well-being of our society have now seen it rise quickly to the top of the national agenda. They believe that family literacy is the key to motivating people to become readers.

Dr. Carole Talan, Director of California's Statewide Literacy Resource Center, is a nationally known coordinator of family literacy programs that are active throughout the state. She is an outstanding proponent of library-based programs, which she believes—and has demonstrated—can be more flexible in terms of hours, techniques, and materials than other types of more rigidly structured programs. Library-based programs are also more focused, more fun, and more cost-effective. Dr. Talan says:

For most people, the definition of family literacy depends upon the context in which they seek to define it. Definitions abound and vary considerably from brief statements, which define family literacy as any model providing literacy activities within a family setting, to much more detailed ones. For the purposes of this manual, a concise, abbreviated version of the definition as found in

the Head Start Authorization Act of 1994 will be used. Family literacy in its full potential provides

- a. Literacy improvement and enrichment for the adult, as needed**
- b. Emerging literacy activities and opportunities for the child, with emphasis on, but not limited to, the preschool and primary child**
- c. Interactive/intergenerational activities for the adult(s) and child(ren)**
- d. Parenting development and development opportunities.¹**

Library-Based Family Literacy

Public libraries were engaged in family literacy programming long before it was called that. Libraries took on the cause of literacy in the late 1800s at about the same time they began programs for children, and they have been immersed in its fundamental concepts ever since. We should note that the 1994 Head Start legislation recommends that Head Start staffs should partner with libraries and should use their resources in programs of family literacy, parent education, and teacher technical assistance.

Children and adults will learn to read and are more likely to become readers when they share the enjoyment of books. Enjoyment is the key to establishing a lifelong reading habit. It is important to demonstrate that reading is not just a solitary activity, although it may be—and most delightfully so—when you want to retrench, escape, or be totally by yourself with your own thoughts. Reading by yourself gives both time to ponder and much needed privacy. Reading can also be a shared and social activity. The reading habit cultivates a new way of thinking about possibilities, what one might be called the “What if ...” turn of mind.

Another important benefit of family literacy programs is that children see adults reading and enjoying it. Children get a chance to be read to and to read aloud to adults. Research shows that the first and most important factor in developing readers among children is for them to see adults whom they care about reading. Children learn this behavior, as they do other behaviors, by imitating. The second most critical factor in developing a reader is that the child is read to often and regularly, and is exposed to books and other reading materials constantly.

Some of the most successful family literacy programs are those that use entirely children’s books, which are carefully selected by librarians to be of interest to both the children and the adults who are sharing them. Dr. Talan is an ardent

¹ Jane Curtis and Carole Talon, *P.A.R.E.N.T.S.*, 1997.

and successful proponent of using children's books in all the programs under her supervision; more than 50 programs are based in libraries, plus those operating in San Quentin and other high-security prisons in the state. Why? Because, says Dr. Talan:

Children's books are funny and fun, entertaining and colorful. They are informational, especially for adults and children with limited reading skills. The values projected are universal; they are culturally diverse; they teach and reinforce basic reading skills (left to right, prediction, main idea, use of picture clues, use of context, and more); they are not contrived to teach anything; they are accessible to all levels of reading ability from wordless to quite sophisticated; they introduce a variety of places, situations, and people; they introduce very simply a variety of ideas and concepts; and they build self-esteem and confidence.²

Perhaps the reason family literacy programs work so well is that most illiterate or semi-literate people want to learn to read so those people can read to and with their kids, can help them learn, and can earn their respect as the children go through school.

Developing Learners from the Start

The American Library Association president's paper from 1996, "Kids Can't Wait," states:

What happens or does not happen during the first 5 years of life decides in large part the child's destiny for the rest of life. Although many children, even adults, can benefit from later intervention, the costs of reversing the effects of a poor start increase as the child grows older, and the chances of success diminish. Neuroscientists, studying the brain in greater depth than ever before, find that if there is a lack of development that should have taken place in the earliest years, the deficits can never be fully made up. In some cases the damage is irreversible. In essence, use it or lose it.

Brain development, with all that implies in terms of mental and emotional well-being, is much more vulnerable to environmental influences than previously suspected, and these influences are longlasting. The environment affects not only the number of cells, and the vitality of the connections among them, but also the way in which these connections are "wired." There is new evidence also of the negative impact of early stress on brain function.

The quality of parent and family interaction with the child is a major influence on the difference between good outcomes and poor outcomes for the child. Rhythm and rhyming words focus a baby's attention as people and objects are given names. Baby listens and takes in more than we have yet been able to fathom, but we are learning all the time how important the effects are. Infants thrive on one-to-one interaction with parents. Songs and "happy talk" evoke trust and a sense of security, which builds confidence for exploration. This sense of

² Carole Talon, handout prepared for workshop.



security is the basis for a sense of self-worth and for forming good relationships with other children and adults.

Infants' and young children's early experiences are the building blocks for intellectual competence, language comprehension, good emotional balance, and social skills. Feeling liked and lovable is the beginning of liking and being able to love, and [is] the foundation of self-esteem. Touching, holding, talking, and reading to young children seem to be the most effective spurs to later development. Such stimulation makes it possible to learn how to learn, to want to reach out, to make choices, [and to] see relationships and develop higher level thinking skills. It creates its own demand for language, the raw material for thought. Words are tools used at first to express needs and wishes, and later hopes and ideas. Without a good command of language, the child will be shut out from much that could make life interesting and worthwhile. The child grows into this basic equipment, skills of language, most successfully when [the skills] are modeled: first listening, then speaking, then reading, and writing. Literacy truly defined means acquiring, along with language, a set of attitudes toward self and others, expectations of self and others, [and] an ability to understand and link streams of thought. All this, on the surface, may appear to be quite unrelated to conventional notions of reading instruction.



It is parents, other primary caregivers—like the more than 4 million grandmothers who are now shouldering this responsibility—and other family members who should supply this developmental foundation for children from birth. Alas, this is not a reality for more than half of America's 23.6 million children between birth and 5 years of age [because of] social and economic conditions. Stressful environments and violence are caused by many factors that are all too well known to Head Start teachers. The intolerable conditions in which such a large portion of our nation's kids are facing their first years of life are a recipe for disaster for the whole society. If something is not done and very soon, not only will many millions of young lives be ruined, but the stability of the nation will be undermined.³

In their book *Using Children's Books in Preschool Settings*, Steven Herb and Sara Willoughby-Herb have words about developing learners:

There is ... a child whose ranks are growing disastrously in our society: the child whose home environment provides neither the security nor the appropriate stimulation necessary for becoming a confident, self-assured learner.... A child who learns to fear the world is apt to lose the natural proclivity for exploration, inquiry, or participation. A pervasive sense of danger or insecurity can cause a preschool child to "go into hiding" emotionally and psychologically.... Any hope we can deliver, any literacy skills we can foster, may help lead a child from that "hiding" place.... Young mothers, many of them unwed teenagers from the culture of poverty, need to be taught—and are often eager to learn—that talking, playing, and reading with their young children provide a bit of a shield and an antidote to their insecure surroundings.... This issues a challenge to librarians and teachers who work with preschool children and caregivers/parents, a challenge to work directly and also through other agencies such as health

³ Virginia H. Mathews, "Kids Can't Wait," American Library Association president's paper, 1996.

clinics.... Remember that every book read, every story told, and every conversation held makes a difference in a child's life.⁴

Research programs and experimental or demonstration programs have shown that when the parent or primary caregiver reads aloud to a child, this positive interaction with a caring adult can provide a sort of immunization against some of the noise and crisis in the child's environment. Apparently, the attention, the closeness, and the routine that characterize the reading will induce better overall development and facilitate emergent literacy.

Beating the Odds

As "Kids Can't Wait" (Mathews, 1996) says:

In more than 250 studies of children growing up in adverse circumstances—war, poverty, dysfunctional families—the results present a consistent pattern of certain common denominators for enabling children to beat the odds against them. Longitudinal research on the "resilient child," conducted for over 40 years by Dr. Emmy Werner and her colleagues, followed the same group of 700 multicultural Hawaiian children from birth through adolescence and well into their thirties. A portion of these high-risk children—exposed to poverty, biological risks, and family instability and reared by parents with little education and often serious mental health problems—remained invincible. They developed into competent and autonomous young adults who "worked well, played well, loved well, and expected well."

What enabled a significant percentage of these young people to overcome multiple deficits?

A major buffer turned out to be their own belief that they would be able to surmount all difficulties. This self-confidence came about because of the attentive caring, the mentoring of a special adult—a parent or a parent substitute, often a grandmother, a teacher, or an older sibling. This person listened, and the children felt that they mattered to at least one other person, an adult who believed in them. Other protective factors included an engaging temperament and social skills that drew people to them, a sense of humor, outgoingness and curiosity, and good communication skills. It was found to be very important to intervene when the at-risk children were having reading difficulties. Reading ability turned out to be one of the best predictors of later success both at work and in marital and parental relationships.

Other researchers exploring resilience factors confirmed those cited by Werner and her colleague Ruth Smith, and [researchers] mention [these factors in] addition: ability to think abstractly; flexibility; problem-solving skills; having a strong sense of identity, of purpose, and the future; and awareness of how to be useful to others.

All of the resilience characteristics can be engendered or enhanced by full-fledged literacy and with the help of librarians and library resources—especially

⁴ Steven Herb and Sara Willoughby-Herb, *Using Children's Books in Preschool Settings: A How-to-Do-It Manual*, 1994.

the people resources. It is well to remember that in today's crowded, confusingly technological, too-busy-to-listen society, it is not just the poor children or those who are homeless or living in ghettos that may be considered to be "at-risk." A great majority of the children growing up in this society are in need of caring and concerned adults who will help them to develop every bit of resilience they possibly can.

It is reasonably certain that many who will use this resource manual know that the Goals 2000: Educate America Act signed by President Clinton on March 31, 1994, set into law eight national goals that included goal #1, "All children ready to learn," and goal #8, "Increased parent involvement."⁵ Readers should also be aware that a recent survey funded by the U.S. Department of Education and conducted by the University of Minnesota with the Gallup organization asked questions about how Americans perceive the role of the public library in their lives. Among those surveyed, a great majority regarded the public library as a very important source of support for learning. This opinion was especially true of people belonging to minority groups and of people with limited income and education who regarded the public library as a major source of support for their educational aspirations. Also, the lower the income level of those surveyed, the higher their regard for the library's role as a discovery and learning center for preschool children. John W. Gardner wrote: "Societies are renewed by people who believe in something, care about something, stand for something."⁶ Action toward this renewal is taken, as we remind participants in our workshops, by leaders with passion, purity of purpose, priorities, expectations of producing positive change, and persistence. It seems that the Library–Museum–Head Start Partnership is a concept whose time is now, as well as one destined for a productive future.

Rationale for Using Quality Children's Books with Adult Learners

Many adults enter literacy programs with the expressed purpose of becoming better able to read to their children. They may (or may not) realize that reading to their children is the best way to help those children grow up to be better readers themselves. According to the U.S. Department of Education report titled *What Works* (1986), "The single most important activity for building the knowledge required for eventual success in reading is reading aloud to children."

Because they themselves have suffered embarrassment or failure caused by their lack of proficiency with reading, those adults are generally very passionate about not wanting their children to be exposed to the same traumas and ego-

⁵ *Public Libraries Serving Communities: Education Is Job #1*, Washington, D.C.: U.S. Department of Education, 1994.

⁶ John W. Gardner, *Self-Renewal: The Individual and the Innovative Society*, New York: Harper & Row, 1994.

deflating experiences. Even when they do not really understand why they should read to their children, they often do realize that it is important.

Generally, one is very cautious about using children's materials with an adult learner because those materials may be seen as insulting or demeaning. However, the attitude with which material of any kind is presented to the learner is most likely the attitude that learner will adopt toward the material. In other words, if you as the tutor or teacher like the material and present it as fun and worthwhile to use, then the learner will most likely approach the material with that attitude. There will always be exceptions, however. As you approach the adult, you should be careful of resistance to the materials.

In addition, if adults want to read to a child, or can be convinced of the value in reading to a child (their own child, a grandchild, a niece or nephew, a neighbor, a Head Start or daycare child), then using good children's literature in the adult's learning session makes sense.

Learning to read to a child not only increases the adult's reading skills and understanding of basic literacy development but also boosts the adult's self-esteem. By providing a youngster with the experience of being read to, the adult moves from being part of the literacy problem to being a part of the solution.

In addition, well-selected children's books are visually appealing and use a colorful but simple language to convey their meaning. They are not contrived (manufactured to give reading practice) but are written to tell a meaningful story or to convey information in an interesting way. As children grow to love their storytimes, their demands of "read to me" also help ensure that the adult will continue to practice reading between tutoring sessions or classes. Plus, books are just plain fun and entertaining for all concerned.

Most children's picture books contain elements of predictability that are of great help to someone just learning to read, whatever the age. Lively illustrations, repeated phrases or word patterns, and rhymes all help the reader to decode the text. Also helpful to the new reader are concept books that teach concepts familiar to them but often new to the child, such as counting, colors, days of the week, animal names, etc. For the English as a Second Language (ESL) or Limited in English Proficiency (LEP) adult, those books are even more valuable because they help the adult learn the basic English vocabulary with lots of clear, interesting pictures for support.

Wordless picture books can be used effectively by any adult, even if they do not yet speak or read English. Using the illustrations as predictors of the story, adults with no reading skills can still share this type of book with a child by telling the story in their own words. The ESL or LEP adult can also immediately share this book in their own language.

Chapter 1

Motivation to Read



Children in Need of Motivation

As we said in the introduction, more than half of America's children between birth and 5 years of age lack the stimulation they require at home for full brain development and for growth of language and conceptual skills. By no means are all of these children poor; many live in homes with two working parents who appear to function well for the child's benefit. Yet the parents are under enormous pressures and are not always aware of what they should be doing as the child's first teacher. Many parents, whether one of a pair or going it alone, are overextended in terms of money, time, and energy. Low educational levels often limit what parents think they can do to help their kids, or parents believe that kindergarten or school will do the job when the time comes. Relatively few children will be fortunate enough to go to Head Start or any other preschool program that provides planned motivation for emergent literacy.

Parent Involvement

Because one of the wonderful things about Head Start is that its supportive presence in a family affects members other than the child actually in Head Start, we wanted to place in this resource book some help for the mother, other parent, or family member who is assisting with the growth of language skills all the way from birth through 5 years of age. The following charts, which show children's developing abilities and the adult's supportive techniques, were prepared by an expert wife and husband team. She is a child development professor and he is a children's librarian. We have permission to use excerpts that are adapted on the following pages and that are from *Using Children's Books in Preschool Settings: A How-to-Do-It Manual* by Steven Herb and Sara Willoughby-Herb. Many parents find it hard to believe that the simple things they can do with a 3-, 6-, or 9-month-old child or with a 1-, 2-, or 3-year-old or even with a 5-year-old can shape that child's entire life and lead to intellectual competence and psychological and emotional stability. There are no guarantees, of course, but those simple things can also lead to success in school and in later life, and away from drifting, dropping out, seeking gang reassurance, gaining attention and power in the wrong places, doing drugs, and doing time.

What Head Start Can Do

When children get to Head Start and appear to need help in “catching up” with opportunities for language development and for emerging literacy that they seem to have missed out on, the Head Start staff members can do many things. First, they need to enlist the help of the parent or primary caregiver, so that things begun in the classroom can immediately carry over into the home environment and come back again. This involvement is probably best accomplished in a one-to-one private conference between the parent and teacher. The two can exchange their knowledge and observation about the following: the child’s interests, listening and speaking habits, books that may have been read, subjects of concern to the parent such as behavior problems, comments the child may have made about school, classmates or teacher, and so forth. Above all, staff members can encourage the parent or caregiver to make a start, which begins with listening and talking to the child. Wordless books with enticing pictures to be shared with a child are a great beginning for a low-literacy mother who can, with the child’s help, make up a story to go with the pictures.

With the Help of the Library

It is important to introduce the parent to the public library children’s section and to the librarian who is in charge of it. If possible, Head Start staff members can take a group of two or three mothers to the library or can ask a parent who knows about the library to introduce another parent to it. A personal guide and introduction breaks the ice wonderfully well. Handouts such as those that are included on the next few pages can help: “Leading Your Child to Reading,” “Helping Your Children Become Readers,” and “Advantages of a Library as a Partner in Family Literacy.” Head Start staff members who have a library partnership can gain great help from library staff members who will encourage children to talk and share their ideas about books and will offer demonstrations of parent training and of joint family literacy sessions for parents with their children. To help children overcome the “hiding out” syndrome or a sense of isolation, librarians can select particular books for those reticent children. Curiosity aroused and satisfied can lead to interests.

Older siblings, grandparents, aunts, and other family members can have important roles in helping the child practice at home some of the activities and skills learned at Head Start.

Conversation

As we have said, the most important factor in creating a reader is having reading enjoyment modeled by a parent or some significant older person. Being read to ranks a close second in terms of influence. Games can also be a great

companion to reading development. S. B. Neuman and K. Roskos, quoted in *Using Children's Books in Preschool Settings* by the Herbs, state that “much of the benefit of storybook reading resides in the collaborative talk that actually surrounds the book reading event.” The attitude toward a child's early efforts at language is important. Thus the listener should, according to the Herbs,

... show caring attentiveness and often credit the child with greater understanding or ability than is readily observable in the child's speech. For example, when the child says, “Ball all gone,” the adult might assume that the child is both commenting that the ball is missing and asking for help in finding it. The adult assumes that the child means to communicate more than the words alone say.

The Herbs recommend ways of starting conversations with children. They explain six techniques: Self Talk, Parallel Talk, Leading Statements, Affirming Responses, Modeling Varied Uses of Language, and Questioning. These techniques have a certain game-like quality that might make them interesting to both young and old people who desire to strike up a conversation with a preschooler or to solicit a response. The following examples are paraphrased from the Herbs:

- **Self Talk** involves the older person playing near the child and talking in descriptive ways about what he or she is doing. For example, in putting a puzzle together, the adult says, “I'm looking for the corner pieces.” Often the child will show an interest in helping to find the puzzle piece. Without having to speak, the child has responded to the adult's conversation. There is no requirement for language, and the adult accepts nonverbal communication as conversation until the child is ready for more commitment to a verbal interchange.
- **Parallel Talk**, much like Self Talk, doesn't require any speaking from the child. Adults will use words to describe the child's activity. With young infants, the adult may say the names of objects, persons, or events as the baby notices them, thus supplying verbal labels. With a toddler, the adult describes objects or actions, “You picked up the yellow car.” With Head Start children who are 3–5, the older person can point out the detail of what the child is doing, “The base of your house is getting longer,” or “That's a lacy, pointed snowflake you are cutting.” By providing words that stand for real objects and experiences, adults help children build bridges between their concrete world and their mental world. As with Self Talk, Parallel Talk may lead into an actual exchange of words with the child and the older person taking turns with the conversation, but this two-way result is not a necessary outcome.
- **Leading Statements**, when properly drawn out, certain expressions (“I wonder ..., I hope ..., I think ..., I'm afraid ...”) invite children to complete the statement. The important characteristic of these statements is that they are

merely “invitations” and not “requests” for verbalizing. Reading a version of *The Gingerbread Man*, the adult turns the page, looks at the picture, and says, “Now I wonder who is going to be chasing him?” The child points to the pig and says, “Piggy.” It is because such statements do not pressure children that they often inspire children to join the conversation.

- **Affirming Responses** are used when the child has begun speaking to the adult. A regular response shows that the adult has heard what the child has said and thinks the child’s words are important. For example, when the child points to the pig and says, “Piggy,” the adult affirms what the child has said, “Yes, I think the piggy will chase the Gingerbread Man.” This response also demonstrates the addition of a verb and the use of a whole sentence.
- **Modeling Varied Uses of Language** means that as an adult speaks to young children, the adult should continually provide models for their speech. In addition to acquiring vocabulary, children learn a great deal from older people’s use of language such as how to take turns in conversation, how to be polite listeners, how to greet others, how to make people laugh, and how to assert one’s rights. It is believed that language develops in young children according to its usefulness to them, and children develop intentions or purposes long before they have the words to express themselves. Unfortunately, some children are exposed to very limited language use in their own homes; most language they hear is directed toward satisfying one’s own needs such as “I want my dinner now” or is controlling language such as “Stop that.” It is crucial for children who seldom hear or participate in good conversation at home to be exposed to children’s literature. Those books show children that there is something in the world beyond their home or their neighborhood that can open them up to dreams and ideas not grounded in their immediate environment.
- **Questioning** is the most fragile of all the conversation-starting techniques. Questions are really not necessary for making conversation with children. In fact, some questions can easily shut down a child’s conversations. Don’t let questions intrude on the child or his privacy. Adults should not ask personal questions about children’s families, what the children ate for breakfast, or whether they like their sister or brother. Some well-meaning adults ask question after question—often unrelated to what the child is focusing on at the time—and the child who tries to satisfy the questioner is likely to regard this encounter as a pretend conversation or even a test rather than an opportunity to share ideas. When they do ask questions, adults must listen with respect and be prepared to facilitate the child’s communication. If a child overhears adults laugh at what the child said, that youngster can become timid about speaking. And sometimes children will decline to be questioned, will typically let the questioner know it, and will walk away.

However, thought-provoking questions may encourage children's thinking. There are recall questions, deductive-thinking questions, and, perhaps the most interesting of all, divergent-thinking questions that encourage complex thinking but that have no one correct answer. Most answers a child would give would be acceptable. Such questions are sometimes called open-ended questions. Divergent-thinking questions ask children to make judgments ("Do you think the old lady should bake another Gingerbread Man?"), to make predictions ("What do you think will happen next?"), or to imagine ("If you were the Gingerbread Man, how would you get away?"). Interesting, thoughtful conversations that involve sharing and accepting one another's ideas will often follow divergent questions. Thus, we should weave divergent-thinking questions into discussions of books as often as possible.

Games

A child often greatly enjoys games that include play with words, sequences, contrasts, comparisons, and counting, especially when played with a sibling. These questions can lead to games: Which objects are alike? What do they have in common? Which objects are alike in some ways and not in others? Can you describe how things feel, putting words to such characteristics as rough or smooth, lumpy or flat? Games that features things in sequence help a child learn that reading in English and many other languages takes place from left to right. Guessing games of all kinds are fun. Tic-tac-toe can be played in any number of ways, and likes and dislikes can be graphed. Games can be made of what things you take on a picnic or of what you put in your backpack for an overnight visit. The game we used to call "Concentration," in which 52 cards are laid face down and each player gets a turn to find a pair, develops memory, and develops spatial visualization (the third one on the top row matches the fifth one on the second row.) A sibling can go to the library and learn in a craft session how to make puppets with and for a younger brother or sister. Picture books themselves are prime tools for helping children learn concepts such as small, smaller, and smallest. Such concepts can help both parents and children share the feeling that they are connected with a world far beyond the one they live in. A grandmother who likes music might choose a piece of music that goes well with a story and that illustrates a rabbit hopping or an insect buzzing. Grandparents who seem to have an interest and talent in this kind of participation can be given some basic, simple training so they can tell stories from their childhood, as well as tales from their homeland if they grew up in another country before coming to the United States or their childhood was in a very different setting in this country. Older people, whether relatives or not, will often enjoy bringing to the classroom or library some beautiful, unique, and interesting objects that children may look at and perhaps handle.

In the Library–Head Start video, we emphasized that while it is important to have an inviting library area in the Head Start classroom, literacy and book-related activities should take place throughout the room. Many stories lend themselves to dramatic play and to the use of costumes and props. *The Gingerbread Man*, *The Three Billy Goats Gruff*, *Little Red Riding Hood*, and *The Very Hungry Caterpillar* (Carle, 1981) are only a few that come to mind. Children should be allowed to take books to all appropriate areas such as the science center or the housekeeping area. With help from the teacher, aides, or parent volunteers, the children can engage in play that includes reading and writing, such as pretending to be a postal worker, a doctor, or a dentist (letters, charts, magazines, prescriptions). According to the Herbs,

Children seem to learn best, to remember best, when their learning experiences are integrated ... and literature is important throughout their lives and not just at a certain place or time of day. With children's literature, we think of integrated learning occurring when

1. Children are read to at various times of the day—not just at storytime or bedtime.
2. Books and stories are incorporated into various themes that we study with children (seasons, the family, etc.).
3. Books and stories play a part in children's learning about nonliterary topics, such as mathematics, science, history, and human understanding.
4. Adults encourage children toward reading-related play.
5. Children develop their own personal literary preferences: favorite books, authors, and illustrators; favorite times and places for reading.

Understanding Why and How

It is important not only that parents or primary caregivers understand how essential their role is as the child's first teacher, but also that they know what to do about it. Many parents of Head Start children did not have in their own childhood a nurturing model upon which to pattern their own activities. Some training can be done through informal conversation between the Head Start teacher and parent, but parents may learn more readily through exchanges and solutions that are brought out in a group session with other adults. This training function is one in which the librarian partner can greatly assist the Head Start staff (as discussed in Chapter 5).

The Child's Developmental Needs: Birth Through 6 Months*

Child's Developing Abilities	Adult's Supportive Techniques
<p>Recognizes and attends to familiar voices, sounds, and words</p> <p>Quiets when picked up</p> <p>Communicates varied emotions</p> <p>Attracts and holds attention of caregivers through vocalization</p> <p>Smiles when interacting with others</p> <p>Interacts with varied family members</p> <p>Takes turn in gazing and smiling</p> <p>Pretends conversation with another</p> <p>Babbles with vowels mostly</p> <p>Coos and babbles with expression and gesture</p> <p>Repeats pleasurable activities</p> <p>Enjoys investigating surroundings</p> <p>Seeks out and holds small objects</p> <p>Tries to imitate adults</p> <p>Recognizes pictures of human face</p>	<p>Smiles and talks to baby during routines (feeding, dressing), remembering to pause to let baby take a turn</p> <p>Takes baby on looking and listening tours, pointing out and naming interesting items</p> <p>Imitates baby's vocalizations, taking turns; positions adult's face 12–18 inches from baby's so it can be easily seen</p> <p>Always uses language as well as affection when greeting baby</p> <p>At meal or conversation times, positions baby where baby can watch as well as hear the flow of language</p> <p>Sings songs or recites poems while rocking, riding, etc.</p> <p>Uses language in a predictable manner (e.g., when finishing diapering always says, "All done!" or when baby hits water in tub, says, "Splash!")</p> <p>Exposes baby to a variety of pleasant sounds—music, bells, music boxes, ticking, rattles</p> <p>Provides baby with toys that make varied sounds, toys that are interesting to explore</p> <p>"Reads" simple books to baby, by pointing and naming or using short, expressive sentences; chooses a few books that baby likes, and rereads them regularly</p> <p>Includes sturdy board books among baby's playthings</p> <p>Notes the times and places where baby enjoys playing with sounds—allows baby plenty of time to do this</p> <p>Notices the sights, sounds, or actions that interest baby; labels them—"doorbell," "doggie," etc.; after a time, uses the word just <i>before</i> baby will see or hear the object</p> <p>When talking to baby, uses short phrases, expression, or interesting intonation</p> <p>Responds to baby's attempts to get adult's attention—allows baby's attempts at language to capture adult's interest</p> <p>Responds to and guesses at baby's attempts to communicate (e.g., when baby laughs at jack-in-the-box, adult or parent says, "You like that, don't you? ... Again?")</p> <p>When baby begins to babble, notes which sounds ("googa") baby enjoys, so adult can use these to initiate baby's babbling</p>

*Please note that in the case of prematurity, we expect children to behave according to norms adjusted for their prematurity (we subtract the number of weeks or months of prematurity), not according to expectations for a full-term baby. In most cases, premature children do catch up, but their developmental lag is more noticeable during the first 2 years of life.

Source: Adapted from Steven Herb and Sara Willoughby-Herb, *Using Children's Books in Preschool Settings: A How-to-Do-It Manual*, New York: Neal-Schuman, 1994.

The Child's Developmental Needs: 6 to 12 Months	
Child's Developing Abilities	Adult's Supportive Techniques
<p>Takes turns in, initiates, and responds during verbal-motor play—such as “Pat-a-Cake” or waving bye-bye</p> <p>Babbling includes consonant sounds (<i>b, m, g</i>, etc.)</p> <p>Understands simple, frequently used words such as “no-no,” “give,” “eat”</p> <p>Vocalizes during play</p> <p>Vocalizing includes some regularly repeated syllables (e.g., “dee, dee, dee”)</p> <p>Tries to imitate adult speech</p> <p>By 12 months, uses 1–2 meaningful words</p> <p>Understands most simple language directed toward baby</p> <p>Puts objects in and out of containers</p> <p>Uses thumb and finger grasp</p> <p>Pokes or points with index finger</p> <p>Creeps or crawls</p> <p>Pulls to stand and “cruises”</p>	<p>Continues using clear, simple language when talking to baby</p> <p>Recites rhythmic poems while bouncing baby on knee (e.g., “Trit-trot to Boston”)</p> <p>Pays attention to and rewards baby's attempts to verbalize</p> <p>Integrates language into baby's play times, not just naming objects, but using verbs and modifiers too, (e.g., “Teddy <i>fell down</i>” or “Teddy is soft”)</p> <p>Shows baby some hand and finger rhymes (e.g., “This Little Piggy” or “Two Little Blackbirds”)</p> <p>Tries to get baby to imitate words related to the sounds baby babbles (e.g., if saying “ba-ba-ba,” encourage baby to say “ball,” while playing with it)</p> <p>Continues turn-taking and pretends conversations</p> <p>Experiments with baby's following easy directions (e.g., “Give Mommy a kiss” or “Kick the ball”)</p> <p>Reads simple concept book to baby, points to and labels something on each page; after repeated readings, encourages baby to point to a particular item (choose something baby has been interested in)</p> <p>Makes sure that cardboard books are among the playthings baby can carry about; if baby takes book to adult, say, “Shall I read?” and then read it</p> <p>Places books on furniture edges so that baby will discover them while “cruising”</p> <p>Routinely uses clear, predictable expressions when interacting with baby (e.g., “All done!” or “Bye-bye” or “Again?”)</p>

Source: Adapted from Steven Herb and Sara Willoughby-Herb, *Using Children's Books in Preschool Settings: A How-to-Do-It Manual*, New York: Neal-Schuman, 1994.

The Child's Developmental Needs: 12 to 18 Months	
Child's Developing Abilities	Adult's Supportive Techniques
<p>Enjoys watching and listening to others speak</p> <p>Babbling includes intonations and some real words</p> <p>Uses more than 3 words; uses 20–50 words by 18 months</p> <p>Begins using simple sentences</p> <p>Points out pictured objects as well as family members in photos</p> <p>Still uses gestures along with talk to communicate wants</p> <p>Begins pretend play with familiar roles (e.g., “cooks” with pots, “feeds” doll or self with empty spoon)</p> <p>Begins to use sentences, but still uses 1 word to communicate a longer message (e.g., “cookie” means “Get me a cookie”)</p> <p>Enjoys playing alone at times; has favorite toys</p> <p>Imitates caregivers by using gestures, words, intonations, expressions</p> <p>Walks; balances and carries objects</p> <p>Uses language to get adults to pay attention</p> <p>Enjoys books as toys and as a way to interact with others</p> <p>Turns pages of sturdy book</p> <p>Uses crayons with supervision</p> <p>Uses action words (e.g., “go” or “drink”)</p> <p>Understands simple directions by 18 months (e.g., “Put the book on the shelf”)</p>	<p>Encourages dramatic play by acting out situations with child (e.g., pretends to go grocery shopping)</p> <p>Continues to join child in play, but makes certain child has times to play alone</p> <p>Provides large paper, crayons, paintbrushes, chalk, finger paint, Play-Doh for developing eye-hand coordination</p> <p>Continues to reinforce child's attempts to imitate and use language; when child tries out new words, repeats the words enthusiastically, showing adult's understanding and pleasure with child's efforts</p> <p>When possible, follows child's ideas in games and play, but balances turn-taking</p> <p>Continues to expand on child's utterances, modeling simple, complete sentences (e.g., when child drops a cookie and says, “Oh, dear,” say, “Oh, dear, the cookie fell down!”)</p> <p>Chooses storybooks with simple language the child understands, as well as books with rhymes and songs</p> <p>Chooses toys the child can use for imaginative play (e.g., dolls, cars, animals, kitchen items)</p> <p>Makes sure child has durable books so the child can “read” and turn pages independently</p> <p>When reading aloud, asks child to find familiar items in pictures</p> <p>Makes sure that storybook reading is part of a daily routine</p> <p>Sets aside a shelf or space the child can reach, so child can find own books and put them away</p>

Source: Adapted from Steven Herb and Sara Willoughby-Herb, *Using Children's Books in Preschool Settings: A How-to-Do-It Manual*, New York: Neal-Schuman, 1994.

The Child's Developmental Needs: 19 to 36 Months

Child's Developing Abilities	Adult's Supportive Techniques
<p>Begins to understand simple prepositions (e.g., "in," "out," "up," "down")</p> <p>Answers questions with action words (e.g., will tell that a baby is "crying")</p> <p>Points to body parts when requested</p> <p>Enjoys listening to and sometimes joins in on songs, rhymes, and stories</p> <p>Begins to understand abstract words (e.g., "big," "little," "my turn")</p> <p>Understands 2,000–3,000 words by 36 months</p> <p>By 24 months, uses many two-word sentences (duos) (e.g., "more milk," "doggie all gone"; by 36 months, uses 3–5 word sentences)</p> <p>Has a vocabulary of 50–250 words by 24 months and 500–1,000 words by 36 months</p> <p>Names pictured objects</p> <p>Tells whole name</p> <p>By 30 months, begins to use pronouns, modifiers, plurals, past tense; uses "I" or "me" when referring to self</p> <p>Speaks clearly most of the time, yet still uses language playfully and sometimes makes up words</p> <p>Asks questions</p> <p>Begins to recite songs and rhymes independently</p> <p>Imitates vertical strokes of crayon</p> <p>Enjoys side-by-side play with peers</p>	<p>Continues holding conversations with child, behaving as if child can understand and contribute competently, even if adult has to fill in a bit now and then</p> <p>Teaches child new words daily by talking about what adult is doing and what is happening (e.g., "Daddy has to write Grandma a letter" or "We must find yogurt at the grocery store" or "Mommy is fixing the broken chair")</p> <p>Accepts child's speech, rather than correcting child's mistakes</p> <p>Spends at least 15 minutes reading aloud each day</p> <p>Begins to use the public library regularly, taking child along, if possible</p> <p>Sprinkles the environment with good reading material, e.g., books in the car and every room</p> <p>Introduces child to "real" stories (e.g., short ones with bold illustrations, simple folktales such as <i>The Three Bears</i> or cumulative tales such as <i>The Gingerbread Man</i>)</p> <p>Asks child about pictures in book while reading, "What's Goldilocks doing now?"</p> <p>Provides child with small toy (e.g., toy people and house for imaginative play; uses directional ("up" or "down") words and prepositions ("inside" or "on") while playing together)</p> <p>Provides child with toys for creative dramatics (e.g., puppets or dress-ups); also for constructing models (e.g., building blocks or snap blocks)</p> <p>Provides child with materials for "writing and drawing"</p> <p>Continues using songs and rhymes, especially ones that can be acted out (e.g., "Where Is Thumbkin?" or "Jack Be Nimble")</p> <p>Takes cues from child about how child likes to be read to (Some children like to be curled up in an adult's lap; others like to be building with blocks 4 feet away! What matters is that they enjoy hearing the story.)</p>

Source: Adapted from Steven Herb and Sara Willoughby-Herb, *Using Children's Books in Preschool Settings: A How-to-Do-It Manual*, New York: Neal-Schuman, 1994.

The Child's Developmental Needs: 36 to 60 Months

Child's Developing Abilities	Adult's Supportive Techniques
<p>Understands most adult language</p> <p>Enjoys hearing stories, has some favorites, and by about 4 years knows parts of some "by heart"</p> <p>Answers simple questions</p> <p>Uses longer sentences (4+ words) and longer words</p> <p>Talks to self during play</p> <p>Vocabulary continues to grow so that by 5 years child has a 3,000-word oral vocabulary</p> <p>Uses more grammatically complex sentences (e.g., uses varied verb tenses and uses connecting words such as "but," "and then," "actually")</p> <p>Still invents some words (e.g., refers to clothing being "inside out" or "outside in")</p> <p>Pronounces most sounds correctly by 60 months</p> <p>Understands some concepts of color, shape, and numbers by 4 years</p> <p>During the fifth year, counts to 3, draws a person with 3 parts, attempts to write name, and attempts to copy a circle and a cross</p> <p>Retells stories, recalling words from the book</p> <p>Begins to recognize or "read" some public print (e.g., sign for favorite fast food store or label on box of cereal)</p> <p>Begins to recognize concepts about print, such as the beginning and end of books, the fact that there is just one right way to read the words in a story; knows to separate words when writing</p> <p>By age 5—</p> <ul style="list-style-type: none"> • Dictates "stories" for adults to write • Tells simple jokes • Asks "How" and "Why?" • Converses with peers • Follows a sequence of three instructions • Learns songs and rhymes through imitation 	<p>Tries to read stories through to the end, but pauses to ask questions to keep child's interest</p> <p>While reading, makes sure child can see pictures and talks about them before turning the page</p> <p>Encourages child to join in as adult reads familiar or repeated phrases</p> <p>Occasionally points to a word or moves a finger from left to right under the print as the adult reads</p> <p>Asks child to "read" or tell about a favorite book</p> <p>Encourages child to read public print when child and adult are out together</p> <p>Posts signs that the child can read (e.g., names of helpers for the day or the word "snack" on a snack tin)</p> <p>Makes homemade books together, using photographs or pictures cut from magazines</p> <p>Rereads books as often as requested; child is probably trying to memorize them</p> <p>Provides opportunities to follow verbal directions</p> <p>Encourages child to try simple writing tasks (e.g., making <i>X</i>'s or signing name to letters, making <i>M</i> on a paper to remind family to buy milk)</p> <p>Keeps drawing and writing materials available</p> <p>Encourages child to act out stories, constructing props such as stick house for <i>The Three Pigs</i></p> <p>Uses words and phrases from stories read (e.g., "Run, run, as fast as you can!" from <i>The Gingerbread Man</i>)</p> <p>When getting library books, samples from the wide array available: fiction, nonfiction, poetry, etc.</p> <p>When adult is writing, talks about what adult is doing and why (e.g., "This card will really cheer up Uncle Paul")</p> <p>When printing for child uses large clear letters; sometimes talks about them (e.g., Letter <i>i</i> is a straight line with a dot on top" or "<i>T</i> makes the sound t-t-t-t.")</p> <p>Continues to be deliberate in the language the adult uses with the child, so the adult provides opportunities for the child to learn new words</p>

Source: Adapted from Steven Herb and Sara Willoughby-Herb, *Using Children's Books in Preschool Settings: A How-to-Do-It Manual*, New York: Neal-Schuman, 1994.



Leading Your Child to Reading



This handout is designed to be used with adult new readers. It is not necessarily self-explanatory, however, but should be discussed first in a group situation to allow adults an opportunity to explore the significance of each step to their child's language and literacy development and to be sure they understand the concept.

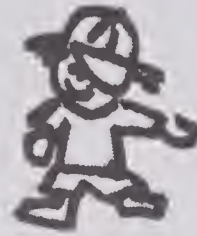
1. Talk to and with your child.
2. Listen to your child and encourage his or her listening.
3. Share at least one book every day with your child. You do not have to be able to read to share a book with your child!
4. Select a quiet, comfortable place to share a book with your child. Before bed or nap is a good time.
5. Make reading times *fun*—a family ritual. Allow for the age and needs of your child. If it's not fun, don't do it!
6. Share stories from your life, family, work, and so forth. Then have your child share stories of her or her daily life with you.
7. Understand that your child is never too young to be read to! Start when your child is still an infant. Even better, start when you are pregnant. Before they are born, babies respond to sound and language.
8. Know that it's OK, even good, to read the same book or story over and over to a child. Children love to hear books repeated many times. Do not be upset if your child tries to turn the pages or talks while you are reading. This activity is not bad. Children, especially young ones, often need to touch the book, even to put it in their mouths, and to be active while being read to. It may take time for your child to learn to sit still and enjoy being read to. Please be patient.
9. Read aloud regularly, even if only a few pages. You don't have to read every word in a book to share it with your child.
10. Remember that your job is to make reading fun. Children need to see reading as a fun thing to do if they are to become good readers, and the school doesn't always make reading fun.
11. Use every reading opportunity that you can with your child. Point out at least one beautiful (interesting, unusual) thing every day and help your child to use his or her imagination.
12. As you go about your daily life, think and talk about the story or stories that you read.

13. Even when your children can read, remember that they still need to be read to! Even adults enjoy being read to.
14. Encourage your child to remember, image, and fantasize; share imaginative ideas with your child.
15. Remember that young children need to hear language. It can be spoken, read, or sung. They need to play with words and rhymes and songs. Music is wonderful, and your child will love to listen and sing with you.
16. Plan to use both languages at home if English is your second language. To learn a second language, children must hear that language. Babies learn by listening. You should be proud of your first language, but should help your child to hear English so that he or she will learn to speak and read it.
17. Remember that a child's work is his or her play. Therefore, play is an essential part of a child's life, and children need to play every day. Children learn much about their life and their world through their play.
18. Take your child to the library. Have the librarian help you pick out books your child will enjoy. Remember, all the books in the library are free. But, you must remember to return them too!

Source: Adapted from material by Dr. Carole Talan, Director, State Literacy Resource Center, Sacramento, Calif., February 1995.



Helping Your Children Become Readers



When you open a book with your children, you are opening the world for them.

You are making them think, wonder, and want to know more. You are helping them to do well in school and to someday find a good job. Best of all, you are enjoying time together as a family.

Here are ways to interest your little ones in books and to help them learn skills that will lead to reading:

1. **Talk with your children** as you play, go shopping, or work around the house. Listen to what they say. Ask questions. When you talk to your children, you are helping them learn to use words.
2. **Read to your children.** Try to read to them at the same time every day. Bedtime or before a nap is a good time. Let *them* choose the story.
3. **Let your children see you read.** That is the best way to show them that you think reading is important and that you enjoy it too.
4. **Ask older children to read to younger ones.** The older children will be proud of their skills. The younger children will want to read like their older brothers, sisters, or friends.
5. **Go to the library together.** Ask a librarian for help in finding books your children will enjoy. If you don't have a library card, ask for one. With a card, your family can borrow books.
6. **Give your children books about their special interests.** Do they like animals, sports, or magic? Surprise them with books or magazines about their favorite interests or activities.
7. **Keep books, magazines, and newspapers around your home** so you and your children will always have something to read. Read aloud other things you see during the day such as street signs, milk cartons, cereal boxes, and signs in store windows.
8. **Plan outings for your children.** Children learn from what they see and do. Take them to a park, a parade, or just out for a walk. Church and community groups also plan trips that your family might want to go on.
9. **Sing songs and say rhymes, raps, and poetry.** Rhymes and songs are easy for kids to remember, so they can say them and sing them along with the rest of the family. Rhymes also help children learn letter sounds.
10. **Tell stories about your family** as well as stories you enjoyed hearing when you were a child. Ask grandparents and other family members to tell stories too. Write down some of these stories, plus ones your children tell. Save the stories to read aloud at another time.

Reading Is Fundamental—RIF—is a national nonprofit organization that gets children to read. Founded in 1966, RIF works through local programs in thousands of communities throughout the U.S. RIF's series of Parent Guide brochures is designed to help parents encourage reading in the home. For more information, write to RIF, P.O. Box 23444, Washington, DC 20026.

Source: Adapted from P.A.R.E.N.T.S. Helping Your Children Become Readers, Lesson 13, by Jane Curtis and Carole Talan, California State Library Foundation.

Reading Aloud

Reading aloud is the single most important thing you can do to help your children succeed in school.

1. Read aloud to children of all ages, even babies.
2. Read books that are easy for you and that you like, so you have fun reading.
3. Teach your child by showing how to sit and hold the book, how to take care of it, and how to enjoy it.
4. Do not force your child to sit and read with you. Be patient and remember you want to help your child to feel good about books and reading.
5. Remember these things:
 - Make the book personal. Ask questions such as these: In the book, what is the same as in your life? How are the people or animals in the book like you?
 - Use your imagination to talk about things that the pictures and the story make you think of.
 - Guess what happens next in the book.
 - Use the pictures to find out what is happening in the book.
 - By asking questions, help your child remember the order of what happens in the story.
6. Know that it is good to read the same book over and over—if the child wants to.
7. Use the book to talk about things in your life that are important to both you and your child.
8. Help your child tell you what he or she thinks about the book.

Source: Adapted from P.A.R.E.N.T.S. Reading Aloud, Lesson 12, by Jane Curtis and Carole Talan, California State Library Foundation, 1997.



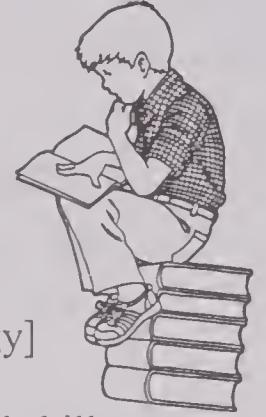
Advantages of a Library as a Partner in Family Literacy

- That's where the books are!
- That's where people who are crusaders for reading are!
- The public library is a safe haven and is nonthreatening to parents and to children.
- Librarians love books and reading, and they avidly promote the joy of reading to others (teachers often just teach the skills of reading and promote it as an informational tool).
- Other wonderful materials are found at the library, and families who go there can access items such as videos, books on tape, large print books, and dictionaries.
- The public library is the "life-long learning institution" that will never graduate or promote you; you can always use its services no matter how old you are, how educated, or how uneducated.
- Children who discover the world of reading at the library will continue to access it for the rest of their lives.
- Public libraries are free and in nearly every community!
- Most public libraries provide entertaining, informative, and fun programs for children and even for the entire family.
- Children and adults can correlate their books with each other by subject or genre, thus encouraging family discussions and experiences.
- Public libraries are nondiscriminatory. They have something for everyone!

Source: Adapted from Dr. Carole Talan, State Literacy Resource Center of California, February 1995.



Competencies for Librarians Serving Children in Public Libraries



[Under revision in early 1999 to strengthen competencies in information technology]

Effective library service for children entails a broad range of expertise and professional skills. The librarian serving children is first of all fully knowledgeable in the theories, practices, and emerging trends of librarianship and has, as well, specialized knowledge of the particular needs of children as library users.

In developing the following list of recommended competencies, definitions have been drawn from numerous sets of standards for children's services and lists of competencies developed by state agencies and library associations. The intent of this document is to define the role of the librarian serving children in the public library. The competencies will apply in varying degrees according to the professional responsibilities of the librarian serving children. The assignment of responsibilities for planning, managing, and delivering library services to children will vary in relation to the size and staffing pattern of the public library. In many libraries there is only one professional children's librarian, who serves as both manager and principal provider of services. In larger libraries, there may be a coordinator of children's services who oversees the delivery of services.

The philosophical basis for children's services in public libraries is full access for children to library materials and services. Other philosophical underpinnings for these competencies are the American Library Association's (ALA) Library Bill of Rights and the ALA-endorsed Freedom to View Statement adopted by the Educational Film Library Association (now the American Film and Video Association). Related ALA statements also include the Library Education and Personnel Utilization Policy and the policy that the master's degree from a program accredited by the ALA is the appropriate professional degree for librarians. It is recommended that the policy manuals of local libraries include copies of these statements in conjunction with relevant state standards or guidelines.

The competencies that follow represent a systematic process. To plan and administer an effective program, one must first have knowledge of the community and client group. Planning and management are then based on valid data. Communication is essential to articulate goals and objectives. Collection development provides the resources for services and programming. The future of children's services depends on advocacy and professional development.

Competencies are not static but evolve throughout one's professional career. Librarians must be alert to the changes in society that may necessitate changes in library services and the acquisition of additional competencies. Thus, it is understood that professional growth and development is a lifelong process.

I. Knowledge of Client Group

1. Understands theories of infant, child, and adolescent learning and development and their implications for library service
2. Recognizes the effects of societal developments on the needs of children
3. Assesses the community regularly and systematically to identify community needs, tastes, and resources
4. Identifies clients with special needs as a basis for designing and implementing services
5. Recognizes the needs of an ethnically diverse community
6. Understands and responds to the needs of parents, caregivers, and other adults who use the resources of the children's department
7. Maintains regular communication with other agencies, institutions, and organizations serving children in the community

II. Administrative and Management Skills

1. Participates in all aspects of the library's planning process to represent and support children's services
2. Sets long- and short-range goals, objectives, and priorities
3. Analyzes the costs of library services to children in order to develop, justify, administer, and evaluate a budget
4. Writes job descriptions, and interviews, trains, and evaluates staff members who work with children, consulting with other library administrators as indicated in library personnel policy
5. Demonstrates problem-solving, decision-making, and mediation techniques
6. Delegates responsibility appropriately and supervises staff members constructively
7. Documents and evaluates services
8. Identifies outside sources of funding and writes effective grant applications

III. Communication Skills

1. Defines and communicates the needs of children so that administrators, other library staff members, and members of the larger community understand the basis for children's services
2. Demonstrates interpersonal skills in meeting with children, parents, staff members, and people from the community
3. Adjusts to the varying demands of writing planning documents, procedures, guidelines, press releases, memoranda, reports, grant applications, annotations, and reviews
4. Speaks effectively when addressing individuals as well as small and large groups
5. Applies active listening skills
6. Conducts productive formal and informal reference interviews
7. Communicates constructively with "problem patrons"

IV. Materials and Collection Development

A. *Knowledge of Materials*

1. Demonstrates a knowledge and appreciation of children's literature, audiovisual materials, computer resources, pamphlet file materials, and other materials that constitute a balanced, relevant children's collection
2. Keeps abreast of new materials and those for retrospective purchase by consulting a wide variety of reviewing sources and publishers' catalogs, including those of small presses; by attending professional meetings; and by reading, viewing, and listening
3. Is aware of adult reference materials and other library resources that may serve the needs of children and their caregivers

B. *Ability to Select Appropriate Materials and Develop a Children's Collection*

1. Establishes collection development, selection, and weeding policies for children's materials consistent with the policies of the parent library and the ALA Library Bill of Rights, and applies these policies in acquiring materials for children's collection

2. Acquires materials that reflect the ethnic diversity of the community as well as the need of children to become familiar with other ethnic groups and cultures
3. Understands and applies criteria for evaluating the content and artistic merit of children's materials in all genres and formats
4. Keeps abreast of current issues in children's materials collections and formulates a professional philosophy with regard to these issues
5. Cooperates with library technical services to ensure that desired materials are added to the collection as expeditiously as possible

C. *Ability to Provide Patrons with Appropriate Materials and Information*

1. Inspires children to become lifelong library users by introducing them to the wealth of library resources and enabling them to use libraries effectively
2. Creates an environment in the children's department that provides for enjoyable and convenient use of library resources
3. Matches patrons with materials appropriate to their interests and abilities
4. Provides help where needed and respects children's rights to browse
5. Instructs children in gathering information and in developing research skills as appropriate
6. Understands and applies such search strategies to give children access to information from the widest possible range of sources—children's and adult's reference works, indexes, catalogs, computerized databases, information and referral files, and interlibrary loan networks
7. Maintains direct contact with community resource people so that children and adults working with children can be referred to appropriate sources of assistance
8. Consults with library technical services to guarantee that the children's collection is organized for the easiest possible access by its users
9. Composes bibliographies, booktalks, displays, and other special tools to increase access to library resources and motivate their use

V. Programming Skills

1. Designs, promotes, executes, and evaluates programs for children of all ages according to their developmental needs and interests and the goals of the library

2. Presents a variety of programs or brings in skilled resource people to present these programs, including storytelling, booktalking, book discussions, puppet programs, and other appropriate activities
3. Provides outreach programs commensurate with community needs and with library goals and objectives
4. Establishes programs and services for parents, individuals, and agencies providing child care, and other professionals in the community who work with children

VI. Advocacy, Public Relations, and Networking Skills

1. Promotes an awareness of and support for meeting children's library and information needs
2. Considers the opinions and requests of children in the development and evaluation of library services
3. Ensures that children have full access to library materials and services as prescribed by the Library Bill of Rights
4. Acts as liaison with other agencies in the community serving children
5. Develops cooperative programs between the public library, schools, and other community agencies
6. Extends library services to individuals and groups presently not served
7. Uses effective public relations techniques and the media to publicize library activities
8. Understands state, county, and local legal statutes applying to children
9. Monitors legislation affecting libraries, understands the political process, and lobbies on behalf of children's services

VII. Professionalism and Professional Development

1. Acknowledges the legacy of children's librarianship and past contributions to the development of the field
2. Keeps abreast of current trends and emerging technologies, issues, and research in librarianship, child development, and education
3. Practices self-evaluation

4. Conveys a nonjudgmental attitude toward patrons and their requests
5. Demonstrates an understanding of and respect for diversity in cultural and ethnic values
6. Adheres to the American Library Association's Code of Ethics
7. Preserves confidentiality in interchanges with patrons
8. Works with library educators to meet field information needs of students, to welcome interns, and to promote professional association scholarships
9. Participates in professional organizations to strengthen skills and contribute to the profession
10. Understands that professional development and continuing education are activities to be pursued throughout one's career

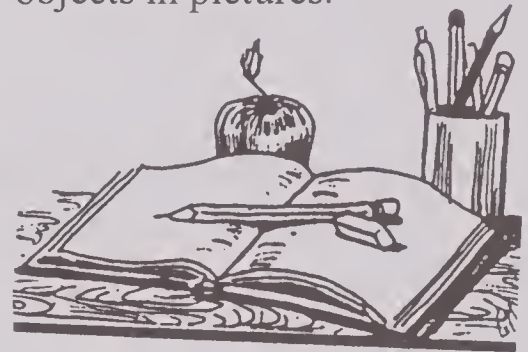
Source: Adapted from Association for Library Service to Children, a division of the American Library Association.



Getting Your Children Ready to Read

Play with your children to help them get ready to read.

1. Sing songs, say rhymes, and play hand and finger games to help children hear the same words over and over so they can learn them.
2. Because a good memory helps children get ready to read, play these memory games with your children:
 - Sort the same or different colors, shapes, and sizes. Use things in your home: socks, T-shirts, bowls, or cups.
 - Make a pattern of things, words, sounds, and movements. Start with two or three things repeated over and over.
 - Copy the pattern by helping your child make the same pattern. Be sure to say the names of things that are in your pattern.
 - Put things in order by giving directions or telling a story. Ask your child to give or bring you two or three things and then to tell you what was first and what came next.
3. Play three different kinds of games:
 - Doing. Draw a shape on the child's body or on paper.
 - Listening. Say back in full sentences what your child has said.
 - Seeing. Name things. Find colors, shapes, and "hidden" objects in pictures.
4. Make your own books.
 - Draw a picture. Then write a story.
 - Write a word the child wants. Then draw the picture.
 - Cut and paste a book of all the same things (circles, cars, cats, etc.).
5. Make a family photo album. Write who is in each picture and what that person is doing.
6. Have fun!



Source: Adapted from P.A.R.E.N.T.S. Getting Your Children Ready to Read, Lesson 7, by Jane Curtis and Carole Talan, California Library Foundation, 1997.

How to Play Shoe Box



1. Put 10 household objects in a shoe box.
2. Show the objects in the shoe box to your child or children for 15–30 seconds.
3. Now put the lid on the shoe box.
4. Ask your child or children to name all 10 objects without seeing them.
5. Repeat the game and ask, “What’s different?” For example, remove one or two objects, move objects around, or make patterns with the objects.
6. Change roles and ask your child to move around or to remove some objects in the shoe box. Then you guess what’s different.

Source: Adapted from P.A.R.E.N.T.S. How to Play Shoe Box, Lesson 7, by Jane Curtis and Carole Talan, California State Library Foundation, 1997.

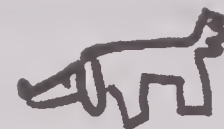
How to Play Telephone

1. Make up a sentence using words that start with the same sound, for example, “Silly Sally saw seven seals” or “Crabby Cathy can creep.”
2. Whisper the sentence in your child’s ear.
3. If you are playing with only one child, ask him or her to repeat the sentence to you.
4. If you are playing with two or more children, ask the first child to whisper what he or she hears to the next child, and so on around the circle. When the last child has heard the sentence, ask that child to say the sentence out loud. See how much it has changed from the first sentence.
5. Repeat the game. Use words that rhyme or tell a joke or ask a riddle. Be creative. Allow each child to make up a sentence. See if what has been said comes back the way it was first said.

Source: Adapted from P.A.R.E.N.T.S. How to Play Telephone, Lesson 7, by Jane Curtis and Carole Talan, California State Library Foundation, 1997.

Chapter 2

Materials Selection and Acquisition



Criteria for Choosing

There are many places to find out which materials are the best among the flood in the marketplace. As the person deciding on reading material for children, you can consult reviews for new books and use standard reference books for older titles. Parents can be a wonderful source for books from their culture—books that may not have come through the mainstream of reviewing sources. Teachers will know the types or kinds of materials that are needed to fill out an existing classroom collection. In the end, you will be the best judge of any particular book, because you will keep in mind the children who use the collection, the materials already in the collection, and the curriculum needs in your classroom.

The ability to make judgments of books is a developed skill. The more exposure you have to books and materials, the more accurate your judgment will become. Generally, you should look at the composition of the various books. For example, Zena Sutherland (1997) gives some traditional literary elements to consider:

- **Setting.** Where and when did the story take place?
- **Point of view.** Who tells the story?
- **Characters.** Who are the characters? How are they revealed? Did they grow and change?
- **Plot.** What happens in the story? Does it flow? Does it have a logical sequence?
- **Theme.** What is the main idea of the story?
- **Style.** How is the story written? How are the ideas expressed? Is it told in the first person? Is a narrator telling the story?

Adapted from Zena Sutherland, *Children and Books*, 9th ed., New York: Longman, 1997.

Types of Materials

Over the past 5 years, the number of books published each year for children has practically doubled. This increase does not mean, however, that all new books for children represent titles of high quality. In some ways, such growth makes the task of finding good books for children more difficult because there are many more from which to choose.

Likewise, there has been a tremendous increase in the number of computer software programs for children. In addition, publishers today emphasize the offerings of books and materials for use by very young children because of the new research about brain development in infants.

In fact, the variety of materials for children, both in print and in other formats, is vast. There are cloth books, board books, and pop-up books for the youngest children. Picture books, wordless books, easy-to-read books, and factual books are published for toddlers and preschoolers. Other materials include magazines, videos, films, records, software, Web sites, book and cassette sets, puzzles, games, puppets, and toys. All of these materials are designed to be used by children and their families for getting ready to read, as well as for reading.

Beyond the sheer number of materials being published, the breadth of subject matter has also markedly increased. Beginning in the 1960s, fiction for children portrayed realistic situations—the sad along with the happy. For the first time, books for children reflected life as we know it. In so doing, authors covered a broad spectrum of themes, hitherto unknown in books for children. Those themes included divorce; substance abuse; child abuse; death of a parent, grandparent, friend, or pet; illness; alternative lifestyles; the various families from different cultures and their adjustments to life in the United States; and respect for the diffusion of cultural influences on everyday life at home, at play, at school, in the heart of the suburbs, in big cities, and down the country road.

Many of these subjects were considered taboo before the 1960s, but the advent of “realistic” fiction was a great boon for many children, who could read about someone else going through a difficult time and could learn how that person handled the problem. Some children were actually relieved to realize that they were not alone, that others had gone through similar situations and that, generally, they survived—often better off and definitely more mature.

While some parents, teachers, and librarians were skittish about such books, they had their eyes opened to the real need that children had for the books. Those adults soon had to acknowledge that life was not always easy for children either: childhood is not always a time for joy.

Selection

What, then, should we look for when we select books and materials for children? How can we choose from the vast array that is available?

Foremost as we select materials is that books should produce joy and wonder in the child, should satisfy curiosity, should bring a sense of comfort and recognition, should expand thinking, should respect the child reader, and should be within the scope of the child's ability to understand. We need to remember that these early, joyful experiences with books will be the foundation for lifelong learning and for understanding the importance of the printed word. Readers have the ability to succeed in school and beyond. Readers can be leaders. Readers are never without friends. Readers are never alone because reading and sharing of books and ideas becomes a socializing experience, sparks discussion, and stimulates new ways of thinking.

From small thoughts to big ideas. From ordinary life to extraordinary adventures. From around the block to around the world. From what is to what could be. Books are the best bridges I have crossed. Books change lives. I know because I'm a reader and a writer of books.

—Nancy White Carlstrom

As we select books, we must respect children, which includes a strong recognition of the various backgrounds and cultures from which they come and the variety of experiences they will face as they grow older. Therefore, all materials available to children should reflect the wide diversity of interests among our children, as well as their multicultural, multiethnic, and multilingual backgrounds.

Knowledge of the Individual Child

Selection of books and materials also requires knowledge of the individual child. Knowing the developmental stages of children, the differences in learning styles among children, and the needs of children at any particular time in their lives will come into play as we choose materials.

We are thinking not only of physical development, but also of the developmental stages of maturation. By getting to know the individual child, we have a much better chance of recommending the right book for the child at the right time. As has been said many times, no force—no matter how strong—can make a child read a book.

A book may be judged a juvenile classic by experts in children's literature, but if it is beyond children's understanding or too subtle or sophisticated for their level of appreciation, they can turn it down with a stoney (sic) indifference which leaves adults baffled and grieved. They need not mourn. Two years later a child may accept that book with enthusiasm.

—Zena Sutherland

Source: Zena Sutherland, *Children and Books*, 7th ed., Glenview, Ill.: Scott Foresman, 1986.

Who Selects the Books

Many Head Start classrooms already have books that were carefully selected by teachers or books that were donated by parents and others. However, you should consider adding another person to the book selection team, which already includes the teacher, aide, and parent or caregiver.

Virtually every community has a librarian, and librarians have the experience and knowledge that should be added to your materials selection team.

A librarian's expertise is knowing about both materials and selection techniques. Librarians are skilled at developing lists of materials to support the curriculum or a theme being presented. In addition, the librarian is interested in making children aware that reading is a pleasurable experience (i.e., children should read for joy as well as for information needed for a classroom assignment). Librarians are in a unique position in the community because they work with and serve the entire community; they serve people from every level of the socio-economic sphere and from all different cultures.

Each member of the team brings special knowledge. A parent, the child's first teacher and the strongest influence in his or her attitude toward education, brings the richness of family and cultural background, plus the deepest knowledge of an individual child. Especially when a child is very young, the parent knows what is best suited and within the grasp of that child.

Teachers and teacher aides know themes that are age-appropriate and related to the curriculum. In planning the day's lesson, a teacher knows which themes and concepts to teach.

There are many forces in our life today which tend to separate the child and the book. Yet does not this make it only more desirable and more necessary that the best efforts be made to bring them together?

—Lillian Smith, 1991

A variety of sources provide good lists of books and materials. Many of those lists are available through your local children's librarian. It may be possible in your community to borrow a bag of books for your classroom. If not, you can certainly borrow books using your own library card. Encourage individual children and the rest of their family members to get and use a library card.



Books

Begin at the Beginning

It is never too soon to read to a child. Babies need books. In fact, one of the most innovative programs, “Begin at the Beginning with Books,” was developed at the Los Angeles County Library System. Librarians conducted classes at clinics for expectant mothers and explained the importance of their reading to their infants. The librarians also covered materials important to new mothers. The pamphlet for mothers has been written in English and Spanish, and it stresses the point that babies are born ready to learn and that parents can nurture both their child's mind and body. Libraries provide a wealth of books, computers, and other resources that no parent could possibly afford.

From the very beginning, we can find books to share. Parents and teachers are concerned with how to use books, especially with the youngest children. Talking, singing lullabies, and chanting nursery rhymes are considered “reading” to children. The reader should not worry about the words; it is the sound of the voice—the warmth conveyed in sharing a book or story—that is important.

Books can play a significant role in the life of the young child, but the extent to which they do depends entirely upon adults.... Adults must sing the songs, say the rhymes, tell the tales, and read the stories to children to make literature and all its benefits central to children's lives.

—Bernice E. Cullinan

Source: Bernice E. Cullinan, *Literature and Young Children*, Bernice E. Cullinan and Carolyn W. Carmichael, eds., NCTE, 1977.

Chanting nursery rhymes, singing songs, and reading stories can comfort and entertain even the youngest child. Some good books to share with the youngest children include these:

- Yolen, Jane. *Lap-Time Song and Play Book*. Harcourt, 1986.
- Brown, Margaret Wise. *Goodnight Moon*. Harper, 1947.
- Carle, Eric. *The Very Hungry Caterpillar*. Putnam, 1981.
- Watanabe, Shigeo. *How Do I Put It On?* Putnam, 1984.

Here are a few nursery rhyme books and lullabies:

- de Angeli, Marguerite. *Marguerite de Angeli's Book of Nursery and Mother Goose Rhymes*. Doubleday, 1954.
- Greenaway, Kate. *Kate Greenaway's Mother Goose*. Dial, 1987.
- *Lullabies for Little Dreamers*. Performed by Kevin Roth, 1985. Recording.
- Sutherland, Zena, ed. *Orchard Book of Nursery Rhymes*. ed. Orchard/Watts, 1990.
- Wright, Blanche Fisher. *The Real Mother Goose*. Special anniversary edition. Rand McNally, 1916.
- Yolen, Jane, ed. *The Lullaby Songbook*. Harcourt, 1986.

Toddlers

As babies become toddlers, they begin to enjoy fingerplay stories and rhymes. They are also aware of themselves and are beginning to separate the self from the outside world. Such favorites as “Pat-a-Cake” and “This Little Pig Went to Market” can be found in these books:

- Montgomery, Norah. *This Little Pig Went to Market: Play Rhymes for Infants and Young Children*. The Bodley Head, 1983. This book includes easy directions for adapting action to rhymes.
- Grayson, Marion. *Let's Do Fingerplays*. Robert Lacey, 1962.
- *Ring a Ring of Roses: Stories, Games, and Fingerplays for Preschool Children*. Flint, Mich.: Flint Public Library, 1981.

- Opie, Iona, and Peter Opie. *The Oxford Nursery Rhyme Book*. Macmillan Children's Books, 1989. This book is a classic collection.

Among the song books are these:

- Glazer, Tom. *Eye Winker, Tom Tinker, Chin Chopper: Fifty Musical Fingerplays*. Doubleday, 1973.
- Hart, Jane, and Anita Lobel. *Singing Bee! A Collection of Favorite Children's Songs*. Lothrop, Lee & Shepard Books, 1982.
- Winn, Marie, ed. *The Fireside Book of Fun and Game Songs*. Simon and Schuster, 1966.

Of course, these books should not preclude teacher's and parent's choices that come from the adult's multicultural background or that of the child. Children will love the music that transcends and bridges any existing cultural differences that exist.

Cloth Books

Cloth books are generally made from soft materials so that babies cannot hurt themselves. They are flimsy but cannot easily tear with use. Cloth books can be bought, but many are made by parents and caregivers.

Board Books

Board books are generally sturdy paperboard books that are laminated. These can be baby's first books since they retain their book shape, have thick pages suitable for baby's chubby fingers, and do not tear like a single sheet of paper. Paperboard books have changed in the past 10 years. They cover a wide variety of concepts, themes, and stories. They generally have colorful, simple drawings; however, some contain long storylines and are complex. Although some contain stories, other board books contain a single picture and one word per page. Therefore, a child can open the book to any page and enjoy it. A book becomes a familiar object and part of the very young child's life through holding board books.

A few samples of board books include these:

- Ormerod, Jan. *Reading*. Lothrop, Lee & Shepard Books, 1985.
- Oxenbury, Helen. *Clap Hands*. Macmillan, 1987.
- Wells, Rosemary. *Max's Bath*. Dial, 1985.

Pop-Up Books

Pop-up books have been around for a very long time and many children love the pop-up books. The element of surprise and discovery makes books fun. An example of this format is in the following:

- Hill, Eric. *Where's Spot?* Putnam, 1987.

Folktales

Reflecting the multicultural and diverse nature among our children, folktales are wonderful stories to tell and read. Children should grow up hearing stories about their own heritage, but it is up to us to share stories from other cultures. We must begin early to develop an understanding and appreciation of many types of experiences. Peace comes from understanding and sharing stories; the earlier we begin the process, the better. Folktales show that many cultures share common experiences, and yet there are different explanations for such common experiences. We must ensure that our stories and books reflect the pluralistic nature of our country. Here are a few folktales that show this diversity:

- McDermott, Gerald. *Anansi the Spider: A Tale from the Ashanti*. Holt, 1972.
- Zemach, Margot. *It Could Always Be Worse: A Yiddish Folktale*. Farrar, 1976.
- dePaola, Tomie. *The Legend of Bluebonnet*. Putnam, 1983.
- Kouzel, Daisy. *The Cuckoo's Reward (El Premio del Cuco)*. Doubleday, 1977.
- Young, Ed. *Lon Po Po: A Red Riding Hood Story from China*. Philomel Books, 1990.
- Mosel, Arlene. *Tikki Tikki Tembo*. Holt, 1965.
- Grifalconi, Ann. *The Village of Round and Square Houses*. Little, Brown, 1986.
- Aardema, Verna. *Why Mosquitoes Buzz in People's Ears: A West African Tale*. Dial, 1975.

Concept and Identification Books

As young children mature, they need concept books and identification books. While those books generally lack a storyline, most children love to pick up a book, point to an illustration, and “read” as they name the color, the animal, the

piece of clothing, and so forth. These books help children identify objects and things in their everyday world. Early concept books include alphabet and counting books. Good books with simple letters or numbers and with uncluttered illustrations of the concept are essential. Children look for clarity, not confusion. For example, number books should clearly show what is to be counted. Such books help children to build a vocabulary by realizing that a word or number is identified with a picture—definitely a precursor to reading.

Some fine examples include these:

- Ahlberg, Janet, and Allan Ahlberg. *Baby's Catalog*. Little, Brown, 1982.
- Bang, Molly. *Ten, Nine, Eight*. Greenwillow, 1983.
- Bruna, Dick. *I Can Count*. Price Stern Sloan, 1984.
- Clifton, Lucille. *Some of the Days of Everett Anderson*. Holt, 1970.
- Hoban, Tana. *26 Letters and 99 Cents*. Greenwillow, 1987.
- Isadora, Rachel. *I See*. Greenwillow, 1983.
- MacDonald, Suse. *Alphabatics*. 1st Aladdin Books ed. Aladdin Books, 1992.
- Serfozo, Mary. *Who Said Red?* Atheneum, 1988.
- Tafuri, Nancy. *Who's Counting?* Greenwillow, 1986.

Picture Books

Picture books are generally storybooks that are illustrated. There is no attempt to control vocabulary, such as in an easy reader. In fact, picture books are to be read to the child either in a one-on-one sharing or in a group, or as a child gets older, he may read the book on his own. Some picture books can be shared in a group at a library storyhour or at a storytime in the Head Start classroom or in the Head Start Home Learning Center. Some picture books have a brief story line and others have longer stories. Some illustrations are simple line drawings and others resemble fine art paintings. It follows, that the older the child, the longer time he or she can spend listening to a story.

Selecting Books for the Very Young Child

According to Dorothy Butler (1980), books for infants, toddlers, and 3-year-olds should do the following:

1. Contain appropriate themes or subject matter. Content should cover issues facing the youngest child, such as building a sense of trust and expressing autonomy.
2. Use language effectively and imaginatively. The words in picture books should be precise, eloquent, creative, and evocative.
3. Include straightforward plots. Not all books for the very young are story-books, but each story written for the very young should be direct and should avoid tangents.
4. Build to a satisfying conclusion. A quality picture storybook comes to a swift resolution and ends on a positive note. The fact that the story has ended should be apparent, even to a child who is just learning how a book “works.”

Source: Dorothy Butler, *Babies Need Books*.

Picture books for younger children include these:

- Brown, Margaret Wise. *Goodnight Moon*. Harper, 1947.
- de Brunhoff, Jean. *The Story of Babar, the Little Elephant*. Random, 1933.
- Flack, Marjorie, and Kurt Wiese. *The Story about Ping*. Viking, 1942.
- McClosky, Robert. *Make Way for Ducklings*. Viking, 1942.
- Potter, Beatrix. *Tale of Peter Rabbit*. F. Warne, 1987.
- Sendak, Maurice. *Where the Wild Things Are*. Harper, 1963.
- Slobodkin, Esphyr. *Caps for Sale*. Harper, 1947.
- Yashima, Taro. *Umbrella*. Viking, 1958.

Selecting a Picture Book

Barbara Elleman (1986) has devised a four-step system to select a picture book:

- Step 1. Quickly look over the book to get a feel for the tone and approach.
- Step 2. Read just the text, mentally block out the art.
- Step 3. Read the story carefully while focusing on the harmony of words and pictures, backtracking and pausing whenever you feel like it.
- Step 4. Carefully look at other details such as book design, paper type, endpapers, dedication, etc.

Source: Adapted from Barbara Elleman, 1986.

Picture books for preschoolers include these:

- Flourney, Valerie. *The Patchwork Quilt*. Dial, 1985.
- Williams, Vera. *A Chair for My Mother*. Greenwillow, 1982.
- McKissack, Patricia. *Nettie Jo's Friend*. Knopf, 1989.
- Ringgold, Faith. *Tar Beach*. Crown, 1991.
- Friedman, Ina. *How My Parents Learned to Eat*. Houghton, 1984.
- dePaola, Tomie. *Strega Nona*. Prentice-Hall, 1975.
- Keats, Ezra Jack. *Snowy Day*. Viking, 1963.
- Wiesner, David. *Tuesday*. Clarion, 1991.

Poetry

Children love to hear rhyming words, and they will finish a line of poetry after hearing the rhymes a couple of times. Stories in rhyme and poetry can be fun for reader and listener. A very select group of poetry books includes these:

- Adoff, Arnold. *Black Is Brown Is Tan*. Harper, 1973.
- De Regniers, Beatrice Schenk, et al., eds. *Sing a Song of Popcorn*. Scholastic, 1988.

- Pomerantz, Charlotte. *The Tamarindo Puppy and Other Poems*. Greenwillow, 1990.
- Silverstein, Shel. *Where the Sidewalk Ends*. Harper, 1974.

Books for Children with Special Needs or to Help Children Cope

For books that deal with specialized themes such as divorce, death, nature, science, and so forth, a variety of indexes can help guide you. Most of these books can be found in your local library, and the children's librarian can help you locate them.

Here are some of these books:

- *The Book Finder*.
- *Books to Help Children Cope*.
- *The Children's Catalog*.
- *The Complete Listing of the Caldecott Books and Notable Children's Books*. Contents are selected annually by the members of the Association for Library Service to Children of the American Library Association.
- *Notes for a Different Drummer*.
- *A Subject Guide to Children's Books*.
- *Children's Books in Print*. Annual list of books in print. The back of this book lists publishers, along with addresses.

Evaluation Questions for Selecting Picture Books in Early Childhood Education

According to Charlotte Huck (1979), the following questions are important when choosing picture books to use as part of early childhood education.

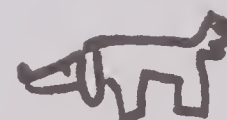
General Evaluation Questions

1. Does the book compare favorably with other picture books of its type?
2. Has the picture book received the endorsements of professionals?
3. Are the literary elements of plot, theme, character, style, and setting used effectively?

4. Do the pictures complement the story?
5. Is the story free from ethnic, racial, or sex-role stereotypes?
6. Is the picture book developmentally appropriate for the child?
7. Do preschoolers respond enthusiastically to the book?
8. Is the topic (and the book's treatment of it) suitable for the young child?
9. Does the picture book appeal to the parent or teacher?

Additional Evaluation Questions for Illustrations

1. Are the illustrations and text synchronized?
2. Does the mood conveyed by the artwork (humorous or serious, rollicking or quiet) complement that of the story?
3. Are the illustrative details consistent with the text?
4. Could a child get a sense of the basic concepts or the story sequence by looking at the pictures?
5. Are the illustrations or photographs aesthetically pleasing?
6. Is the printing (clarity, form, line, color) of good quality?
7. Can children view and re-view the illustrations, each time getting more from them?
8. Are the illustrative style and complexity suited to the age level of the intended audience?



Materials Beyond Books

In addition to books, other materials that are part of a child's everyday life can stimulate the love of words and can contribute to a child's getting ready to read. Among these materials are sound recordings and cassettes, book and cassette sets, puzzles, games and toys, videos and film, puppets and story dolls, and computer software.

You might place these materials near the reading area or alcove or elsewhere. Some classrooms have a quiet area for books where children might share a story or look at the pictures on their own. To separate quiet from sound, you should place the record and cassette players in another area where children can sing and

dance to the music. In any event, you should create a print-rich environment, clearly labeling areas so children will understand that words have meanings.

As we know, children learn in different ways: some learn visually through print and pictures while others learn auditorially through song, speech, and listening. We must remember to respect these learning preferences and to use each of the materials in whatever format to enhance the emergent literacy of individual children. Surrounding children with sounds and visuals creates the proper atmosphere for learning to read. Remember how important it is to read to children—even after they have learned to read on their own.

In fact, reading aloud to children from literature that is meaningful to them has come to be widely acknowledged among experts to be the most effective, as well as the simplest and least expensive, way to foster in children a lifelong love of books and reading. Seeing adults reading with enjoyment increases the chances that children will become lifelong readers.

—Margaret Mary Kimmel and Elizabeth Segel, 1988

Especially important in building an audiovisual collection is recognizing that these materials, too, must reflect the music and stories of diverse cultures. Parents are excellent sources for helping to select authentic materials.

Each year, members of the Association for Library Service to Children from across the country select notable audiovisual materials from the many that were produced in the previous year. These lists are generally available in the early spring and include the names of distributors of award-winning materials. Committee members have a broad range of experience along with the geographic and ethnic representation necessary to select outstanding materials. One way to use these annual lists is to see what new recordings, videos, film, and computer software are available and how they can enhance your collections.

Viewing and listening are rewarding activities in themselves, but they can have an added advantage of leading children to read for pleasure or for learning something new. The purpose of these notable lists and awards is to encourage producers and publishers to strive for excellence in materials for children.

*Only the rarest and best kind of anything
can be good enough for the young.*

—Walter de la Mare

Through exposure to the best there is, children expand their vision and broaden their experiences. They find answers to problems, satisfy their curiosity, learn to appreciate the richness of life, and learn to reach for goals.

Videos for Young Children

- *Frog and Toad Are Friends*. Churchill Films, 17 min.
- *In the Night Kitchen*. Weston Woods, 6 min.
- *The Snowman*. Sony Video, 26 min.
- *Where the Wild Things Are*. Weston Woods, 8 min.

One of the best sources for high-quality video is your public library, where the collection has been carefully selected by professional librarians who have experience with many children from all cultures and socioeconomic levels. In addition, if you wish to purchase videos for Head Start classrooms, librarians can help you find the distributors. For example, *Children's Media Market Place*, 3d ed. (New York: Neal-Schuman Publishers, Inc., 1988) is a book that contains publishers of books, software producers and distributors, audiovisual producers and distributors, and magazines.

Records, Cassettes, and Book and Cassette Read-Along Kits

- *Curious George and Other Tales about Curious George*. Read by Julie Harris. Harper Audio Label, 1994.
- *Golden Slumbers: Lullabies from Near and Far*. Record or audiocassette from Harper Audio, 1972.
- *Madeline*. Book and cassette set from Live Oak Media, 1980.
- *Ming Lo Moves the Mountain*. Read-along kit available from Scholastic, 1993.
- *The Nutshell Library*. Read by Tammy Grimes. Record or audiocassette from Harper Audio, 1992.
- *Star Dreamer Nightsongs and Lullabies*. Priscilla Herdman. Cassette from Alcazar Productions, 1988.

Magazines

Magazines are colorful, contain timely information, are generally fast-paced, and are fun for children to peruse. It is especially wonderful if a child receives a subscription to a magazine from a caring adult. Children love getting mail when the magazine is sent directly to each child.

Use these addresses to order magazines:

- Ladybug Magazine (Baby Bug?) (Ages 2–4)
c/o Cricket Magazine
P.O. Box 100
La Salle, IL 61301
- Highlights for Children (Preschool)
P.O. Box 267
2300 W. Fifth Avenue
Columbus, OH 43216
- Cobblestone: The History Magazine for Young People (Ages 4–8)
Cobblestone Publishing, Inc.
20 Grove Street
Peterborough, NH 03458
- The Electric Company Magazine (Ages 1–5)
Children's Television Workshop
One Lincoln Plaza
New York, NY 10023
- Faces: The Magazine About People (Ages 3–9)
Cobblestone Publishing
20 Grove Street
Peterborough, NH 03458
(This anthropological magazine is published in cooperation with American Museum of Natural History.)
- Odyssey (Ages 3–9)
Kalmbach Publishing Co.
1027 N. Seventh Street
Milwaukee, WI 53233

- Penny Power (Ages 4–8)
Consumers Union/Consumer Reports
256 Washington Street
Mount Vernon, NY 10660



Toys, Games, and Realia

Play is a child's work. Toys and games that stimulate the mind and help develop cognitive skills are very important to develop reading ability. For example, large-piece puzzles can help children develop hand and eye coordination, and educational games can reinforce concepts such as numbers and colors. Puzzles that have large pieces with handles can be used by very young children. Maps and globes give the child a sense of place in the neighborhood and in the world at large.

Dramatic play allows children to act out a story. Children learn to verbalize and to sequence events. All of these skills are necessary when learning to read. Educational games and toys are used most successfully with children when an adult is involved.

Role playing, story theater, oral interpretation, and creative dramatics are additional ways to help a child get ready to read.

Wordless picture books are also important for sequencing events, for making up a story, and for fostering individual study. Puppetry is a well-known and well-used vehicle for storytelling.

Even very young children can get connected to the Information Superhighway and can check out World Wide Web sites that have been designed especially for them. There is so much available on the Internet that you will want a guide to good sites for children and their families. Web sites change so quickly that you are better off checking the potential sites when you are ready to visit them. You can find recommended sites at <<http://www.ssdesign.com/parentspage/greatsites/50.html>>. These sites are recommended by librarians from across the country, and the lists are kept up to date. Because this is such a new field for children's use, you will want to consult books such as *The Parents' Guide to the Information Superhighway* by the Children's Partnership, because it contains commonsense rules and tools for going online.

*Children who aren't logged on and literate
will be lost in the next century.*

—Mary R. Somerville

Sources and Resources

Your local public library offers materials, services, and programs for children, for parents and caregivers, for teachers, and for other adults who work with or care about children and children's literature. Get a library card for you and your special child. Museums, especially children's museums, offer services and exhibits as well as programs for children, their parents, and caregivers. Be sure to contact your local museum for hours, fees, and programs.

Libraries connect children to a world far bigger than their own.

—Virginia Mathews

Librarians can help you locate information necessary for ordering books and other materials. Frequently, you can obtain supplementary material to expand on a particular topic or theme. You can purchase books from a bookstore. If you are fortunate to have a children's bookstore (or a bookstore with good children's books) in your area, you can discuss the possibility of receiving a teacher's discount. You can also purchase books directly from some publishers. You can even purchase them through a jobber. Librarians are a good source for a list of publishers' and jobbers' addresses and phone numbers. You may even be able to pool your order with the librarians so you can receive a discount.

Use these addresses as sources of information about books and materials:

- The Children's Book Council
568 Broadway, Suite 404
New York, NY 10012-3225
- Council on Interracial Books for Children
1841 Broadway
New York, NY 10023
- School Library Journal
249 W. 17th Street
New York, NY 10011
- Book Links
American Library Association
50 E. Huron Street
Chicago, IL 60611

- Horn Book
Park Square Building
31st Street and James Avenue
Boston, MA 02116
- Parent's Choice
P.O. Box 185
Waban, MA 02168
- Association for Library Service to Children
American Library Association
50 E. Huron Street
Chicago, IL 60611
- Association for Children and Adults with Learning Disabilities
4156 Library Road
Pittsburgh, PA 15234
- National Black Child Development Institute
1023 15th Street, NW, Suite 600
Washington, DC 20005
- Toy Manufacturers of America, Inc.
200 Fifth Avenue
New York, NY 10010
- Southern Association on Children Under Six (SACUS)
P.O. Box 5403 Grady Station
Little Rock, AR 72215-5403
- National Association for the Education of Young Children
1834 Connecticut Avenue, NW
Washington, DC 20009

Use these addresses as sources for sound recordings and cassettes:

- Audiocassettes and Records
Caedman Records
1995 Broadway
New York, NY 10023
- Educational Activities, Inc.
P.O. Box 87, Dept. PC
Baldwin, NY 11510

- Folkways
632 Broadway
New York, NY 10012
- Listening Library, Inc.
One Park Avenue
Old Greenwich, CT 06870
- Spoken Arts
310 North Avenue
New Rochelle, NY 10802

Use these addresses as sources for computer software:

- Broderbund Software
17 Paul Drive
San Rafael, CA 94093
- The Learning Company
6493 Kaiser Drive
Fremont, CA 94555

Use these addresses as sources for films and videos:

- Churchill Films
12210 Nebraska Avenue
Los Angeles, CA 90025
- Coronet/MTI Film & Video
108 Wilmot Road
Deerfield, IL 60015
- Pyramid Films & Video
P.O. Box 1048
Santa Monica, CA 90406

Use these addresses as sources for puppets:

- Constructive Playthings
1227 E. 199th Street
Grandview, MO 64030-1117
- Nancy Renfro Studios
3312 Pecan Springs Road
Austin, TX 78723

Use these addresses as sources for puzzles:

- ABC School Supply, Inc.
Early Learning Materials
3312 N. Berkeley Lake Road
P.O. Box 10019
Duluth, GA 30136
- Constructive Playthings
1227 East 199th Street
Grandview, MO 64030-1117

Professional Selection Tools

- Cianciolo, Patricia J. *Picture Books for Children*. Chicago: ALA, 1990.
- *Choosing the Best in Children's Video*. American Library Association, 35 min. video. This source is available at libraries, at video stores, and through the American Library Association.
- *Choosing the Best in Children's Video: 50 Recommendations from the American Library Association*. Pamphlet listing outstanding video for youth for a basic video collection. The video listing is annotated.
- Notable Web Sites for Children, American Library Association, 50 E. Huron, Chicago, IL 60611; or use <<http://www.ala.org>>.
- Winkel, Lois, and Sue Kimmel. *Mother Goose Comes First: An Annotated Guide to the Best Books and Recordings for Your Preschool Child*. New York: H. Holt, 1990.
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- Sheehan, Kathryn, and Mary Waidner. *Earth Child: Games, Stories, Activities, Experiments, and Ideas About Living Lightly on Planet Earth*. Tulsa: Council Oak Books, 1991.
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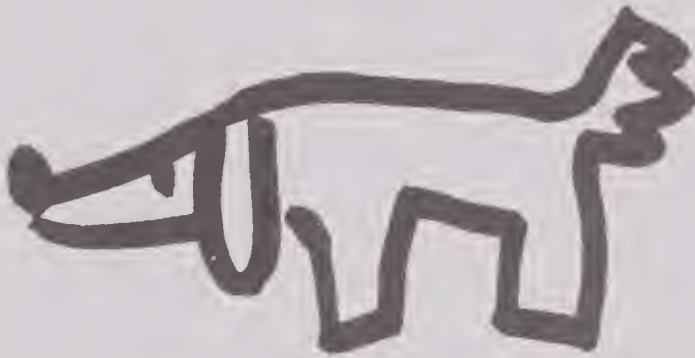
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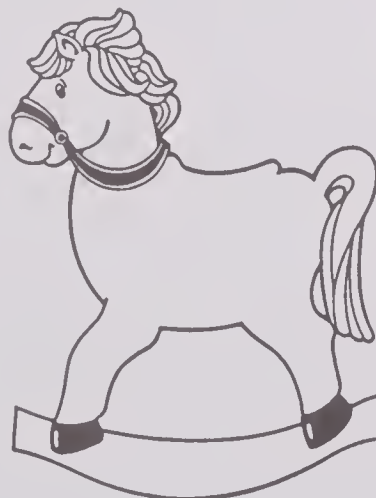
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Picture Books to Meet the Child's Developmental Needs

Preschooler's Needs	Characteristics of Preschoolers	Categories of Picture Books
Active participation	Physically active. Learn through the senses and exploration of the environment	Self-help and skill books, cloth and board books, novelty books
Imaging	Imaginative and playful. Enjoy pretending; take pleasure in identifying ridiculous situations, such as slapstick, role reversals, and incongruous situations	Humorous books, fantasy adventure
Self-esteem	Unique. Need a positive self-image and an appreciation of individuality	Mood books, books about dealing with powerful emotions, books about children with special needs
Secure attachments	Social and affiliative. Need to relate interpersonally and to develop prosocial skills	Books about relationships with significant other
Knowledge	Expressive and inquisitive. Need to acquire knowledge and classify information	Concept books, information books, wordless books
Cultural connections	Culturally diverse. Need to appreciate cultural diversity and to begin to understand human motivation	Nursery rhymes, books with multicultural concepts, folktales, fairy tales
Mastering and enjoying language	Communicative. Need to explore language, use verbal symbols, and appreciate the rhythm of words	Picture story books, song books, picture books, poetry and stories told in verse

Workshop handout.



List of Children's Books

- Aardema, Verna. *Why Mosquitoes Buzz in People's Ears: A West African Tale*. Dial, 1975.
- Adoff, Arnold. *Black Is Brown Is Tan*. Harper, 1973.
- Bang, Molly. *Ten, Nine, Eight*. Greenwillow, 1983.
- Brown, Margaret Wise. *Goodnight Moon*. Harper, 1947.
- Bruna, Dick. *I Can Count*. Price Stern Sloan, 1984.
- Carle, Eric. *The Very Hungry Caterpillar*. Putnam, 1981.
- Clifton, Lucille. *Some of the Days of Everett Anderson*. Holt, 1970.
- de Angeli, Marguerite. *Marguerite de Angeli's Book of Nursery and Mother Goose Rhymes*. Doubleday, 1954.
- de Brunhoff, Jean. *The Story of Barbar, the Little Elephant*. Random House, 1933.
- dePaola, Tomie. *The Legend of Bluebonnet*. Putnam, 1983.
- dePaola, Tomie. *Strega Nona*. Prentice-Hall, 1975.
- De Regniers, Beatrice Schenk, et al. *Sing a Song of Popcorn*. Scholastic, 1988.
- Duck, Mabel. *Easy-to-Make Puppets: With Step-by-Step Instructions*. Plays, Inc., 1993.
- Flack, Marjorie, and Kurt Wiese. *The Story About Ping*. Viking, 1942.
- Flourney, Valerie. *The Patchwork Quilt*. Dial, 1985.
- Friedman, Ina. *How My Parents Learned to Eat*. Houghton, 1984.
- Glazer, Tom. *Do Your Ears Hang Low?* Doubleday, 1980.
- Glazer, Tom. *Eye Winker, Tom Tinker, Chin Chopper: Fifty Musical Fingerplays*. Doubleday, 1973.
- Grayson, Marion. *Let's Do Fingerplays*. Robert Lace, 1962.
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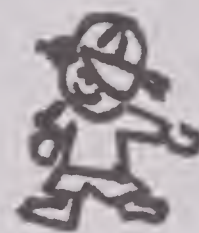
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- Hanson, Charles, and Cynthia Stille, eds. 10th ed. 1996. *Ring a Ring O Roses Finger Plays for Preschool Children*. 1996.
- Hart, Jane, and Anital Lobel. *Singing Bee! A Collection of Favorite Children's Songs*. Lothrop, Lee & Shepard Books, 1982.
- Hill, Eric. *Where's Spot*. Putnam, 1987.
- Hoban, Tana. *26 Letters and 99 Cents*. Greenwillow, 1987.
- Isadora, Rachel. *I See*. Greenwillow, 1983.
- Keats, Ezra Jack. *Snowy Day*. Viking, 1963.
- Kouzel, Daisy. *The Cookoo's Reward (El Premio del Cuco)*. Doubleday, 1977.
- MacDonald, Suse. *Alphabatics*. 1st Aladdin Books ed. Aladdin Books, 1992.
- McClosky, Robert. *Make Way For Ducklings*. Viking, 1942.
- McDermott, Gerald. *Anansi the Spider: A Tale From the Sahanti*. Holt, 1972.
- McKissack, Patricia. *Nettie Jo's Friend*. Knopf, 1989.
- Montgomery, Norah. *This Little Pig Went to Market: Plays, Rhymes, and Young Children*. The Bodley Head, 1983.
- Mosel, Arlene. *Tikki Tikki Tembo*. Holt, 1965.
- Opie, Iona, and Peter Opie. *The Oxford Nursery Rhyme Book*. Macmillan Children's Books, 1989.
- Oxenbury, Helen. *Clap Hands*. Macmillan, 1987.
- Pomerantz, Charlotte. *The Tamarindo Puppy and Other Poems*. Greenwillow, 1990.
- Potter, Beatrix. *Tale of Peter Rabbit*. F. Warne, 1987.
- Ringgold, Faith. *Tar Beach*. Crown, 1991.
- Sendak, Maurice. *Where the Wild Things Are*. Harper, 1963.
- Serfozo, Mary. *Who Said Red?* Atheneum, 1988.

- Silverstein, Shel. *Where the Sidewalk Ends*. Harper, 1974.
- Slobodkin, Esphyr. *Caps for Sale*. Harper, 1947.
- Sutherland, Zena, ed. *Orchard Book of Nursery Rhymes*. Orchard/Watts, 1990.
- Tafari, Nancy. *Who's Counting*. Greenwillow, 1986.
- Watanbe, Shigeo. *How Do I Put It On?* Putnam, 1984.
- Weisner, David. *Tuesday*. Clarion, 1991.
- Wells, Rosemary. *Max's Bath*. Dial, 1985.
- Williams, Vera. *A Chair for My Mother*. Greenwillow, 1982.
- Winn, Marie, ed. *The Fireside Book of Fun and Game Songs*. Simon and Schuster, 1966.
- Wright, Blanche Fisher. *The Real Mother Goose*. Special anniversary ed. Rand McNally, 1916.
- Yashima, Taro. *Umbrella*. Viking, 1958.
- Young, Ed. *Lon Po Po: A Red Riding Hood Story from China*. Philomel Books, 1990.
- Yolen, Jane. *Lap-Time Song and Play Book*. Harcourt, 1986.
- Yolen, Jane. *The Lullaby Songbook*. Harcourt, 1986.
- Zemach, Margot. *It Could Always Be Worse: A Yiddish Folktale*. Farrar, 1976.



Chapter 3

Activities in the Classroom



Overall Goals

It is important to remind people that the overall goal of the Head Start program is to bring about a greater degree of social competence in children from low-income families. Social competence means the child's everyday effectiveness in dealing both with present environment and with later responsibilities in school and life. Social competence takes into account the interrelatedness of cognitive and intellectual development, physical and mental health, nutritional needs, and other factors that enable a developmental approach to helping children achieve social competence. To accomplish this goal, Head Start spells out very clear objectives and performance standards that provide the following:

- An improvement of the child's health and physical abilities, including appropriate steps to correct any physical and mental problems and to enhance every child's access to an adequate diet.
- An improvement of the family's attitude toward future health care and physical abilities.
- The encouragement of self-confidence, spontaneity, curiosity, and self-discipline that will assist in developing the child's social and emotional health.
- The enhancement of the child's mental processes and skills with particular attention to conceptual and communications skills.
- The establishment of patterns and of expectations for success by the child, which will create a climate of confidence for present and future learning efforts and for overall development.
- An increase in the ability of the child and the family to relate to each other and to others.
- An enhancement of the sense of dignity and self-worth within the child and his family.

Head Start has recognized the parent as the earliest and strongest influence on a child's attitude toward education. Therefore, a major strength of the Head Start

program is the parent involvement component. The goals and objectives of parent involvement according to a Head Start green paper (1990) are to do the following:

- Provide a planned program of experiences and activities that will support and enhance the parental role as the principal influence in their child's education and development.
- Provide a program that recognizes parents as
 - Responsible guardians of their children's well-being.
 - Contributors to the Head Start program and to their communities.
- Provide the following kinds of opportunities for parents' participation:
 - Direct involvement in decision making about program plans and operations.
 - Participation in classrooms and other program activities as paid employees, volunteers, or observers.
 - Activities for parents that they have helped to develop.
 - Work with their own children in cooperation with Head Start staff members.
 - Participation in activities that will lead to self-sufficiency.

*No parent is too poor to give his child
the key to success—a library card.*

—American Library Association

Challenges for Libraries and Museums

The challenge is to use both the library's resources and techniques and the museum's experiences to achieve Head Start objectives for implementing social competence. To take up this challenge, you need to understand that library and museum materials and programs are built to address the developmental needs of an individual child. Therefore, it is helpful to review developmental stages along with a child's related interests. Further, we will look at activities that support the stages of development. Before we examine those stages, however, you should remember that the library overall is a wonderful resource for you and for parents. Children's librarians are trained in child development as well as in literature and in various materials and resources. Librarians can provide a positive introduction to a whole new world of information. Libraries are publicly funded and free to

everyone. Museums satisfy curiosity and keep alive the child's sense of wonder and joy.

To review the chart of "The Child's Developmental Needs," see Chapter 1. In addition, most children have certain basic needs, and those needs do not change, even with social change. According to Sutherland (1997), the needs that seem to be common to most people and most times are the need for security, the need to love and be loved, the need to belong, the need to achieve, the need for change, the need to know, and the need for beauty and order.

Here are some resources for additional background reading:

- Anderson, Celia, and Marilyn Apseloff. *Nonsense Literature for Children: Aesop to Seuss*. Shoe String, 1989.
- Bauer, Caroline Feller. *New Handbook for Storytellers, with Stories, Poems, Magic, and More*. Rev. ed. Chicago: American Library Association, 1993.
- Butler, Dorothy. *Babies Need Books*. Atheneum, 1980.
- Carlson, Ann. *The Preschooler and the Library*. Scarecrow, 1991.
- Cart, Michael. *What's So Funny: Wit and Humor in American Children's Literature*. HarperCollins, 1995.
- Cullinan, Bernice, and Lee Golda. *Literature and the Child*. 3d ed. Harcourt-Brace College Publishers, 1994.
- Konigsburg, Elaine. *TalkTalk: A Children's Book Author Speaks to Grownups*. Atheneum, 1995.
- Sutherland, Zena. *Children and Books*. 9th ed. Longman, 1997.
- Thomas, Rebecca. *Primary Plots: A Book Talk Guide for Use with Readers, Ages 4–8*. Bowker, 1989.
- Trelease, Jim. *The New Read-Aloud Handbook*. 4th ed. Penguin, 1995.

Involving Parents in Materials Selection

It is important to include parents in selecting materials and activities for use in the classroom so parents can help you in the genuine integration of multicultural, multilingual, and multiethnic concepts and images in all classroom activities. Thus, you can avoid the "multicultural tourist syndrome."

CAUTION!

WARNING: TOURIST CURRICULUM IS HAZARDOUS

TO THE DEVELOPMENT OF YOUR CHILDREN.

Watch out for these signs of tourist curriculum:

- **Trivializing.** Organizing activities only around holidays or only around food. Involving parents only for holidays and cooking activities.
- **Using Tokenism.** Having one black doll amid many white dolls; a bulletin board of “ethnic” images, which are the only diversity in the room; and only one book about any cultural group.
- **Disconnecting Cultural Diversity from Daily Classroom Life.** Reading books about children of color only on special occasions. Teaching a unit on a different culture and then never seeing that culture again.
- **Stereotyping.** Using images of Native Americans that are all from the past; always showing people of color as poor; and showing people from cultures outside the United States only in “traditional” dress and in rural settings.
- **Misrepresenting American Ethnic Groups.** Using pictures and books about Mexico to teach about Mexican-Americans, of Japan to teach about Japanese-Americans, and of Africa to teach about black Americans.

Source: Conference handout.

The parents of children in your multicultural classroom will be your best source for authentic folk tales, songs, and traditions. Be sure to call on them to help. For a list of excellent picture books, see *Many Faces, Many Stories: Multicultural Books for Children*. This pamphlet is available from the American Library Association and includes the following titles, along with many more:

- Garcia, Richard. *My Aunt Otilia's Spirits (Los Espiritus de Mi Tia Otilia)*. Rev. ed. Children's Book Press, 1987. (Latino)
- Johnson, Angela. *The Leaving Morning*. Orchard, 1992. (African American)
- Marzollo, Jean. *Pretend You're a Cat*. Dial, 1990. (Multiethnic)
- Wheeler, Bernelda. *Where Did You Get Your Moccasins?* Pemmican, 1986. (Native American)
- Williams, Vera B. *“More More More” Said the Baby*. Greenwillow, 1990. (Multiethnic)

- Yee, Paul. *Roses Sing on New Snow: A Delicious Tale*. Macmillan, 1992. (Asian American)

Classroom Activities to Be Carried Over into the Home

Activities that promote literacy are broad and can meet the literacy developmental needs of children when the opportunities are book-related experiences. The following ideas will help you get started:

Dramatic Play

Keep a box full of hats, old jewelry, and discarded clothes so a child can play dress-up and can assume dramatic roles. Puppets, stuffed animals, and paper grocery bags with holes cut for eyes can also be useful for dramatic play. Look for props related to a child's favorite books and keep them together with these books. You will notice as each child grows that more and more "book language" is used as he or she plays (e.g., "Once upon a time ..." "Run, run as fast as you can ..." "Then, quick as a flash ..."). As they take turns in playing different dramatic roles, children begin to understand the roles of characters in the stories they read (Willoughby-Herb, 1990).

Play with Blocks

Ensure that the children have ready access to a collection of wooden blocks or other materials from which to construct things. Blocks provide one of the best opportunities for symbolic representation. The mental exercise of imagining that a stack of blocks can represent a house will enable a child to later understand that groups of letters are symbols for people or objects (Willoughby-Herb, 1990).

Artistic Representation

Use drawing and modeling in clay as activities to exercise the imagination and provide a basis for later skills with print. Keep drawing materials such as paper, crayons, paints, and clay handy so a child can regularly benefit from these experiences (Willoughby-Herb, 1990).

Music and Movement

Provide children with collections of records, CDs, or cassette tapes, which can vary from those that tell stories so the child can follow the words in books, to rhymes and songs by favorite children's artists. These recordings activate the imagination, making it easier for children to create mental images of times and places far removed from present reality (Willoughby-Herb, 1990).

Writing

Children need lots of opportunities to explore with a pencil or crayon and to experiment with making marks on paper in their own way, unrestricted by concerns for staying in the lines or by adult standards of neatness or legibility (Willoughby-Herb, 1990).

Experiences Enriched by Print

Trips, outings, holidays and other special events take on added meaning when accompanied by appropriate books. Making books available that correspond to these events will help a child to understand that literature is indeed quite relevant to everyday themes. In addition, be sure that you create a print-rich classroom and environment. By clearly labeling areas, activities, and so forth, children begin to understand that printed words have a meaning (Willoughby-Herb, 1990).

Role-Playing

In role-playing, a problem situation is set up for children to come to terms with. The situation allows children to take on a role and to play it through in order to come up with solutions to the problem. Often, the goal is to promote social values, and the emphasis is on decision making. Children play the role of a character from a book. Children must be able to identify with the character's problem; that is, it should be a problem within their experience to understand. In addition, the problem should be one that will help to develop a personal value system. According to *Role-Playing for Social Values* by Fannie and George Shafteel (1967), some of the best problem stories for preschoolers involve situations dealing with having integrity, being responsible for others, being fair, accepting others, and wishing you were bigger or better. For instance,

- Accepting others: *Crazy Lady* by Jane Conly.
- Being fair: *A Bargain for Frances* by Russell Hoban.
- Wishing you were bigger or better: *Maybe Yes, Maybe No, Maybe Maybe* by Susan Patron.

You should begin by reading the "problem" story. Once you finish reading the story, you should select the role-players. While the role-players are getting ready, you should prepare the audience to observe. Once the stage is set, the role-players will enact the situation. Following certain key playing, you may want to stop to discuss and evaluate what is happening. Then there may be further enactment and discussion. If possible, you should try to generalize from the specific role-playing to a general solution to the particular problem. Role-playing can be a wonderful

expression for children who may not be able to verbally respond very comfortably.

Story Theater

Another form of dramatization is story theater in which you will read or tell the story while the actors pantomime the action. Because the roles do not require the children to speak but to pantomime, some of the demands and complexity are removed from the creative dramatics. Steps to follow in story theater include reading the story aloud or telling it; helping children assume the roles of the characters, while guiding the group in pantomiming; reviewing the story plot to remind children to be able to participate; allowing time for children to practice their parts; arranging the area or stage for the dramatization; and then reading or telling the story as the actors pantomime.

Some stories that lend themselves to story theater include these:

- *The Three Billy Goats Gruff*
- *The Three Little Pigs*
- McDermott, Gerald. *Anansi the Spider: A Tales from the Ashanti*. Holt, 1972.
- *The Three Little Bears*
- Aardema, Verna. *Why Mosquitoes Buzz in People's Ears: A West African Tale*. Dial, 1975.

Storytelling

Storytelling is a wonderful way to get parents involved in your program. Even for parents who do not have a strong reading ability, the art of storytelling may have been handed down through their family. Many cultures have a strong oral tradition; in fact it may be one in which the beginnings of that culture originated. Most cultures have stories that explain how the world began, how the sun and moon came into the heavens, and other natural phenomena. Those myths and folktales can bring untold enrichment into your classroom as people from that culture tell the stories directly to your children. This activity is wonderful for Head Start children, because they can identify with the stories and the adults who are telling the stories. There is also a sense of pride in the traditions of the culture from which the children and their parents come. Children need to see themselves in a story. There is an added bonus if the parents can tell the story bilingually. Children learn language best during these early preschool years.

You, too, can become a storyteller. According to many professional storytellers, you should follow these steps:

1. Choose a story that you like. You are more likely to convey enthusiasm about the story if you enjoy it.
2. Read and re-read the story so you become comfortable and know the story well enough that you will not worry about forgetting parts of it. Most storytellers suggest that you not try to memorize an entire story.
3. Draw your audience in as you tell the story so they will share the mood of the story with you.

The wonderful thing about storytelling is that you can tell a story in just about any situation, even if you do not have books with you. For instance, while your class is waiting for a guest to arrive when the guest is late, you can tell a story to pass the time. With experience, you will become a successful storyteller as you learn to keep the attention of your audience. You will begin to observe the signs of waning interest when the children begin to wiggle or their heads begin to turn. You will then begin to emphasize parts of the story that will hold the attention of the children. Just as with any new skill, practice in storytelling will give you confidence and that confidence will be conveyed to your young listeners.

For most beginners, the easiest tales to learn are the folktales. Folktales, as we have said earlier, are usually passed down through the oral tradition, which makes them perfect for retelling. Generally, an introduction sets the stage for the story, followed by the problem. Then the story develops with increased action or suspense, followed by the climax when the story turns and the hero is successful. Generally, the most beloved stories are those that end with all the conflicts resolved and the villains suitably taken care of. Here are some resources for successful storytelling:

- Bauer, Caroline Feller. *New Handbook for Storytellers: With Stories, Poems, Magic, and More*. Rev. ed. Chicago: American Library Association, 1993.
- Bauer, Caroline Feller. *This Way to Books*. Bronx, N.Y.: Wilson, 1983.
- Colwell, Eileen. *Storytelling*. London: The Bodley Head, 1980.
- Shedlock, Marie L. *The Art of the Storyteller*. 3d ed. New York: Dover Publications, 1952.
- Tooze, Ruth. *Storytelling*. Englewood Cliffs, N.J.: Prentice-Hall, 1959.

Reading Aloud

The surest predictor of creating a lifetime reader is reading aloud to a child. It is never too early to begin to “read” (sing, chant nursery rhymes, talk) to a child, and you cannot read often enough. Studies have shown that simple reading aloud on a daily basis will improve children’s independent reading skills and motivation.

The single most important activity for building the knowledge required for eventual success in reading is reading aloud to children.

—U.S. Department of Education, *What Works*, 1986

Good picture books feed the heart and mind as well as the eyes, for they invite children to live for a moment in another world, to feel someone else’s joy and sorrow, to see the familiar in a new way. It is this vitality in good picture books that makes them an important part of a full childhood. It is this same vitality that makes them invaluable as a child’s first experience with literature and art.

Source: *The Lively Art of Picture Books* (film now unavailable).

The importance of reading aloud cannot be stressed enough. Reading aloud is important even when children begin to read on their own. The pleasure that is conveyed in hearing a story read, the bond that forms between the child and the reader of a story, and the impact on the child of hearing a wonderful story are important ingredients for creating a lifetime reader and learner. When the reading is done on a daily basis, children begin to realize that reading is part of everyday life, that learning takes place every day, and that their lives are enriched by hearing good stories. Reading aloud to children allows them to expand their experiences beyond the classroom and home and to recognize their own feelings and similarities to others. Curiosity, the basis for learning, is satisfied through a good story. And good stories stimulate the imagination and keep curiosity alive in children. It is up to every one of us, caring adults, to give children all they need to reach their full potential and to achieve their dreams.

If you are new at reading aloud to children, one way you could start is to visit the library and attend a storyhour given perhaps in the evening or on the weekend. You will have the opportunity to observe an experienced librarian conducting the storytime and will observe how the librarian reads the story. Another approach is to invite the children’s librarian to visit your Head Start program to read stories to the children or to conduct a storytime at your site. Either way, you can learn a lot from observation and from asking the librarian questions about good titles to read and techniques that you can use.

Here are some suggestions for reading aloud to children:

- Select books that you like.
- Select books that are well written.
- Select characters who will be interesting to your listeners.
- Choose a story with a plot that moves at a pace fast enough to keep a child's interest.
- Be sure to read the book yourself before you read it out loud to young children.
- Allow your listeners to get settled down before the story begins; some librarians use a fingerplay exercise to settle the children.
- If the illustrations are important to the story, be sure that the children are close enough to be able to see the pictures.
- Hold the book so the children can see the pictures while you read, or pause at the end of the page, taking time to show illustrations to the children.
- Use your voice to create a mood; your tone of voice, level of pitch, and pace of reading all contribute to the mood.
- Read aloud to generate many different responses; you may want to encourage responses by asking open-ended questions (questions that can't be answered by "yes" or "no").
- Display the books you read.
- Thank the children for being good listeners; let them leave the experience feeling great.
- Encourage the children to visit the library for books and special programs; if they do not have a library card, encourage them or their families to get a card.

Good stories can be extended through classroom activities and fingerplays. For follow-up to good stories, the District of Columbia Public Library has suggestions called "Reach Out and Read Follow-up Activities." They are generally theme related and can certainly extend concepts in the Head Start program. For instance, for "It's a Beach Day!" use these Reach Out and Read Activities:

Books to Share at Storytime

- Crews, Donald. *Sail Away*. Greenwillow Books, 1995.
- Hill, Eric. *Spot Goes to the Beach*. Puffin Books, 1995.
- MacDonald, Suse. *Sea Shapes*. Harcourt, 1994.
- McMillan, Bruce. *Beach Ball—Left, Right*. Holiday House, 1992.
- Sheppard, Jeff. *Splash, Splash*.
- Wylie, Joanne, and David Wylie. *A More or Less Fish Story*. Children's Press, 1984.

More Books to Share at Home

- Asch, Frank. *Sand Cake*. North American Library ed. Parents Magazine Press, 1993.
- Brown, Marc Tolon. *D. W. All Wet*. Joy Street Books, 1988.
- Carle, Eric. *A House for Hermit Crab*. Picture Book Studio, 1991.
- Heller, Ruth. *How to Hide an Octopus & Other Sea Creatures*. Grosset & Dunlop, 1985.
- Lionni, Leo. *Swimmy*. Random House, 1973.
- Oxenbury, Helen. *Beach Day*. Dial Press, 1982.

Activities

- **Sand in Jar.** Put about 1 inch of sand in a baby food jar. Add water to almost full. Tighten lid. Shake the jar and watch how the sand moves. How long does it take to settle? What happens if you put a shell in the jar?
- **Fish Mobiles.** Let children tear fish shapes from construction paper. Connect the fish with string. Hang from banisters or ceilings.
- **Sail Boats.** Materials needed: Styrofoam bowl or cup, drinking straw, napkin or construction paper for sail. Let the children decorate the cup or bowl with crayons. To make boat put straw through top of bowl or cup. Attach sail with scotch tape. These boats will float!

“Five Little Fishes”

(Hold up five fingers. Starting with thumb, bend down one at a time as the verse progresses.)

Five little fishes were swimming near the shore
One took a dive, then there were four.
Four little fishes were swimming out to sea
One went for food, then there were three.
Three little fishes said, “Now what shall we do?”
One swam away, and then there were two.
Two little fishes were having great fun
But one took a plunge, then there was one.
One little fish said, “I like the warm sun.”
Away he went and then there were none.



“At the Beach”

I dig holes in the sand with my fingers
(Wiggle fingers)
I dig holes in the sand with my toes
(Wiggle toes)
Then I pour some water in the holes
(Pretend to pour water)
I wonder where it goes?
(Move hands out to sides, palms hidden)

Here’s another Reach Out and Read Activity titled “Sense Fun!” from the District of Columbia Public Library:

Books to Share at Storytime

- Berry, Joy. *Taste and Smell*. Creative Resources, 1978.
- Falwell, Cathryn. *Feast for 10*. Clarion Books, 1993.
- McGovern, Ann. *Too Much Noise*. Houghton Mifflin, 1967.
- Murphy, Jill. *Five Minutes’ Peace*. Putnam, 1986.
- Rius, Maria, et al. *Smell*. 1st U.S. ed. Barron’s, 1985.

- Saunders, Susan. *A Sniff in Time*. Atheneum, 1982.
- Young, Ed. *Seven Blind Mice*. Philomel Books, 1992.

More Books to Share at Home

- Aliko. *My Five Senses*. Crowell, 1962.
- Brenner, Barbara. *Faces*. E. P. Dutton, 1970.
- Brown, Marc Tolon. *Arthur's Eyes*. Little, Brown, 1979.
- Hoban, Tana. *Look! Look! Look!* Greenwillow Books, 1988.
- Isadora, Rachel. *I Touch*. Greenwillow Books, 1991.
- Showers, Paul. *The Listening Walk*. HarperCollins, 1991.

Activities

- **Smell.** Put a pickle, slice of lemon, peanut butter, bubble gum, coffee, peppermint extract, Italian dressing, or so forth in individual baby food jars. Punch small holes in the lids, and let the children try to identify each item by its smell.
- **Taste.** Pass around small samples of bagels, pita bread, cornbread, french bread, tortillas, and other types of bread. Talk about foods from other cultures. Read *Bread Bread Bread* by Ann Morris.
- **Touch.** Put a small, familiar object in an old sock. Let children try to identify it from touch.

A "Song to Sing"

Follow Me

(sung to the tune of "Shortnin' Bread")

Everybody do this, do this, do this. (Clap hands)

Everybody do this and follow me.

Top and bottom, top and bottom, (touch top of head and bottom of feet)

Top and bottom and follow me.

Front and back, front and back, (clap in front and then in back)

Front and back and follow me.

High and low, high and low, (clap hands high and then low)

High and low and follow me
(This song can be used as a transition song.)
Everybody listen, listen, listen.
Everybody listen and follow me.
Everybody have a seat, have a seat, have a seat.
Everybody have a seat on the floor,
Not on the ceiling, not on the door.
Everybody have a seat on the floor.

And a Fingerplay
“Touch”

I'll touch my hair, my lips, my chin.
I'll sit up straight and rise again.
I'll touch my ears, my nose, my chin.
Then quietly sit down again.

More activities are provided at the end of this chapter.

In addition to these theme-related activities, which extend the story that you have read, here are books to help you plan a successful storytime:

- Briggs, Diane. *52 Programs for Preschoolers: The Librarian's Year-Round Planner*. Chicago: American Library Association, 1997.
- Kimmel, Margaret Mary, and Elizabeth Segel. *For Reading Out Loud! A Guide to Sharing Books with Children*. New York: Delacorte Press, 1988.
- National Council of Teachers of English. Committee on Literature in the Elementary Language Arts. *Raising Readers: A Guide to Sharing Literature with Young Children*. New York: Walker, 1980.
- Moore, Vardine. *The Pre-School Story Hour*. Metuchen, N.J.: Scarecrow Press, 1972.
- *Exploring Childhood, Working with Children, Doing Things*. Washington, D.C.: U.S. Government Printing Office, 1985, 461–307/35–908.
- Children's Services Department. *Leap into Books*. Cuyahoga County Public Library, 2111 Snow Road, Parma, OH 44134; 1990. (Contains theme-related lists of high-quality literature for children.)

Games and Songs

Music is a part of almost all cultures, from the reciting of prayers to having fun and playing games. Music sets a mood. Singing to young children—especially a lullaby—can establish a relationship between the adult and the child, can create an atmosphere of love, and can provide a feeling of a safe environment. Nursery rhymes can be sung or chanted, and the child begins to understand cadence and rhyme. Singing can be a child's first introduction to stories and to reading. Songs make language fun to listen to and to say, and they provide early, playful experiences that lay the foundation for reading.

And here is another place that parents can be involved. They may have songs from their tradition that will expand a child's knowledge and understanding of the world around her or him. For a selection of good songs for preschool children, you can review some of the books mentioned at the end of the section on Reading Aloud (page 72). In addition, you can borrow songbooks and cassette tapes from the library. Call your librarian to make arrangements for particular tapes that will support your curriculum. Here are some songbooks:

- de Angeli, Marguerite. *Marguerite de Angeli's Book of Nursery and Mother Goose Rhymes*. Doubleday, 1954.
- Langstaff, John. *Oh, A-Hunting We Will Go*. Atheneum, 1984.
- Watson, Clyde. *Catch Me and Kiss Me and Say It Again*. Collins, 1978.
- *Walk Together Children*. Selected and illustrated by Ashley Bryan, Atheneum, 1974.
- Glazer, Tom. *Do Your Ears Hang Low?* Doubleday, 1980.
- Watson, Clyde. *Father Fox's Pennyrhymes*. Crowell, 1971.
- Reid, Rob. *Children's Jukebox: A Subject Guide to Musical Recordings and Programming Ideas for Songsters Ages One to Twelve*. American Library Association, 1995.

Puppets and Dolls

Puppetry allows children to plan a dramatization, create dialogue, and use their voices effectively. Of all the dramatic activities around a story, puppetry is the least threatening because the child is generally not visible to the audience. In helping children select a story as the basis of a puppet show, you might look for a book that has a simple plot but is filled with conflict. Folktales are good for beginners as well as for experienced puppeteers because they usually have repetitive

plot structures. Dolls can be used just as effectively as puppets. In fact, some storytime dolls can become four different characters by simply turning the costume over or by turning the doll upside down or backwards.

However, you do not need to have expensive stages or expensive puppets and dolls. Part of the fun of telling a story through the use of puppets or dolls is creating the puppet. There are many kinds of puppets: finger puppets, hand puppets, string puppets, stick puppets, and shadow puppets. And there are a variety of ways to create each kind of puppet. For instance, finger puppets can be made of paper or can be knitted. They must fit snugly on the finger so they can move without falling off. Some finger puppets are made from a glove. Each finger has a different face portraying a different character.

Similarly, the puppet stage can be an old refrigerator carton with a space cut in front for the stage, a table turned on its side so the children can get behind and hold the puppets over their heads, or a cut-out carton that is placed on a table. However, among the children's parents you may find a talented carpenter who can help you with a more permanent stage. You need not worry even if you do not have a stage, because when you or a child hold up a puppet or doll that "speaks," the audience gets caught up with the character and doesn't really see the person who is manipulating the puppet.

According to Caroline Feller Bauer (1997), leading kids to books through puppets works if you

- Think simple.
- Think lively.
- Think fun.
- And always ... think books.

You probably receive department store or other catalogs that you throw away. Before you toss, think "puppets." You or the children can cut out a variety of pictures of people and can paste or tape those pictures to the top of Popsicle™ sticks or tongue depressors for instant puppets. This is just one of the many ideas found in the following books:

- Bauer, Caroline Feller. *Leading Kids to Books Through Puppets*. Chicago: American Library Association, 1997.
- Duck, Mabel. *Easy-to-Make Puppets: Step-by-Step Instructions*. Boston: Plays, 1993.

- Renfro, Nancy. *Puppet Shows Made Easy!* Austin, Tex.: Nancy Renfro Studios, 1984.
- Anderson, Dee. *Amazingly Easy Puppet Plays*. Chicago: American Library Association, 1997.
- Currell, David. *The Complete Book of Puppet Theatre*. Totowa, N.J.: Barnes and Noble Books, 1987.
- Van Schuyver, Jan. *Storytelling Made Easy with Puppets*. Phoenix, Ariz.: Oryx, 1993.
- *Puppets 'n' Stuff*, W224 S8424 Industrial Drive, Big Bend, WI 53103. Phone: 414-662-4448.

Flannel Board Stories

Another way to tell stories is through the use of a flannel board or a felt board. You can easily make these boards using foamboard, heavy cardboard, or a rectangle of plywood. The board should be covered with flannel or felt.

You can make the story figures, as well, using felt. If you or one of your parents is talented, then figures can be cut out of felt directly. Another way is to photocopy the story figures and trace them onto the felt. Different color felt should be used for various parts of the story figure. Clothes can be glued to the figure. Eyes and other features can be made of beads, paper, or other materials, and can be glued in place. A black felt-tip pen can be used for details. The story figures can be as simple or ornate as you or the child want them to be.

Keep in mind that the story should be simple and lively. Again, some folktales and nursery rhymes can be done quite effectively using a flannel board. *The Three Billy Goats Gruff* or *The Three Bears* would be excellent for beginner flannel board stories.

Flannel boards can be placed on an easel or propped up against a wall. Some storytellers like to hold the board on their lap or to hold it up on a table next to where the storyteller is sitting. The figures can be placed flat on the table or in the storyteller's lap, generally in the order in which the figures appear in the story. With a little practice, you can decide which is the easiest for you to manage when you are the storyteller.

You can read the story through to the children in your audience and then let them tell the story back to you, using the flannel figures on the board. You could read through the story a second time while the children work the figures.

However, if you are telling the story using a flannel board, you will want to have read the story through several times so you can concentrate on working the figures on the flannel or felt board.

Multimedia

Book and cassette sets allow children to listen to a story and to follow along with the book. A value to this introduction to books is that this activity can be done on an individual basis. Many libraries have book and cassette sets that can be borrowed or used either in the classroom or at home. These sets are also very good for parents who may be learning English as a second language. Parents and children can hear the story and follow the text.

Videotapes of stories can also lead children to books. The wonderful thing about videotapes is the viewer's control over the time for viewing. Tapes can be played over and over again at any time that is convenient. You should follow up good tapes with the book or with other books that relate to the video.

Television can be used effectively if there is adult intervention when the child views the television program. You or a volunteer parent can reinforce the lesson to be learned by talking with the child during or immediately after viewing the program. For instance, a nature series can be followed up with classroom activities related to the subject of the television program. Another example is a program about dinosaurs. One classroom activity could be molding a dinosaur out of clay. Another activity would be to have a number of dinosaur books available in the classroom once the television program is over. Almost all children are fascinated by dinosaurs and like to stretch their imaginations while painting or coloring a picture of a dinosaur or making one out of papier-mâché.

Being able to read is the most basic survival skill in an information society, but it isn't enough. Our children must know how to navigate the information superhighway.

—“Kids Can't Wait ... Kids Need Libraries” (brochure),
American Library Association, 1996–1997

Interactive computer programs are now available for very young children. If you have a computer in your classroom, you will want to have available some programs designed for preschoolers. Each year the Association for Library Service to Children selects notable children's software and notable children's Web sites. For a complete listing of these materials, you can send a self-addressed, postage-paid envelope to Notable Children's Audio Visual Materials, Association for Library Service to Children, 50 E. Huron, Chicago, IL 60611. These lists are updated annually and contain the best in recordings, CDs, films, videos, and com-

puter software programs. The list is also available at < <http://www.ala.org/alsc/awards.html> > on the Web. Your local librarian should be able to provide you with the list or with some of the materials as well.

What we fail to provide for in the emerging literacy needs of our children, we pay for tenfold in the resulting myriad social and educational problems directly resulting from, or related to, the school failures of youth.

—Carole S. Talan, Family Literacy Specialist, California State Library

Museums

Museums enhance the quality of life for individuals. Children's museums are especially geared for young people along with their families and caregivers. Children's museums have at their core the mission to engage children in the exhibits and to keep alive the curiosity that all children have. Successful museum exhibits for children should have accompanying books and materials that enhance the exhibit experience. Many of the exhibits in children's museums involve hands-on activities—the museum allows the children to touch and manipulate, smell, see, and so forth. An excellent follow-up to a museum visit is reading a story related to the museum visit. For instance, if the visit is to a zoo, then the experience can be extended by reading stories about zoos or about some of the animals seen in the zoo. If the visit is to a botanical garden, then the children could hear a story about growing plants from seed (e.g., *The Carrot Seed*). Then they could actually plant seeds in a clay pot. Follow-up activities extend the museum experience both in the classroom and at home.

This sample mission statement from the Grand Rapids Children's Museum shows how committed museums are to quality services for children: "We celebrate childhood and the joy of learning by providing an exciting, hands-on environment that inspires learning and encourages self-directed exploration."

Children's museums have begun to have book-based exhibits. An exhibit at the Please Touch Museum in Philadelphia focuses on the books by Maurice Sendak, the Caldecott-winning author. Based on *Where the Wild Things Are* and *In the Night Kitchen*, the exhibit has costumes so children can dress up and act out the wild rumpus described in the book. Next to the exhibit are tables with copies of the books for reading right in the museum. This is a wonderful example of bringing more than one medium to the child.

At the Wadsworth Atheneum in Connecticut, the educational staff members have prepared a series of treasure hunts for children and their families who visit

this fine arts museum (see the examples in English and Spanish). For instance, one treasure hunt titled “Best Foot Forward” encourages youngsters to search for certain kinds of shoes that are seen in the paintings. Another treasure hunt is “Find the Felines.” Using the guidelines for playing, children are encouraged to look for cats in the pictures hanging in the museum. Games such as these encourage children to look closely at the artwork and engage them in the museum experience. Some examples of treasure hunts are provided at the end of this chapter.

Talented people are in every community. Some are found right in your classroom: the children’s parents. Other talented people can be found in the library or the museum. Local volunteer pools provide another source for storytellers, puppeteers, and others. Your library, the information place, may have a list of community resource people. At the very least, the librarian should be able to tell you where you can get a list of resource people.

Read Aloud Training for Volunteers

Children’s librarians can generally train volunteers who will read stories in your classrooms. The following example of information for read aloud training is adapted from the program at Denver Public Library.



Read Aloud Training (presented by the Children’s Library of the Denver Public Library)

Welcome to training for the Read Aloud Program! Thank you for your interest in reading to children. We hope you will find it wonderfully rewarding.

Story reading styles are as individual and varied as the people who perform them. The following are suggestions for successful and enjoyable storytimes.

Planning Before Your Storytime

- Practice reading the books aloud. Sense the rhythm and pace of the text, planning for changes or for emphasis in voice patterns.
- Note the pictures at which you wish to pause before turning pages.
- Younger children need stretch and movement breaks. Rehearse any songs or fingerplays if you plan to use them.

Starting Your Storytime

- Greet the children. Tell them who you are, what you will be doing, and what you need from them. Specifically, tell them you will be reading the stories all the way through without interruption or discussion. Assure them that there will be time to talk after the storytime.
- Have the children make themselves comfortable in such a way that they can all see the books.
- Make yourself comfortable.
- Start and end the storytime in the same way each week, thereby setting a pattern the children become familiar with.
- Having a song, poem, or special fingerplay helps to settle the children into the “magic time of story hour.”

Reading Successfully

- When introducing each book, hold the book to display the cover. Give the title, author, and illustrator.
- Hold the book open on one side of your body so that the children can see the illustrations clearly. Try to keep the book steady and motionless. Do not move the book back and forth in front of the audience. Such movement can be distracting. We recommend that you maintain a steady posture throughout the story, even while turning the pages.
- Introducing the first book is very important. Have your tone of voice and choice of books build the mood you want to set for storytime.
- Use your own voice; steady, but with natural expression and animation. Keep it simple. Read slowly. Enunciate.
- At natural pauses, turn to the children to draw them into the story.
- Try to maintain the children’s attention in a positive manner.
- Remember that well-written picture books blend language and illustration in a way that involves children on many different levels. It is very important to read the text as it is written and not adapt or paraphrase.
- Allow the children to absorb the text at their own pace, which means you should read slowly and pause before turning each page.

- Encourage the children to have the fun of participating when the story includes a repeating refrain or chant. But please don't interrupt the story by adding comments or asking questions. It is best to ignore spontaneous interruptions from the children.

Making Transitions Between Books

- A transition between books may be as simple as saying, "The next book I will be reading for you is called (*Title of Book*)."
- As you become more comfortable, you may wish to
 1. Point out a similarity between the books.
 2. Share information about the author, illustrator, or illustrations (1–2 sentences is enough).
- You should build your repertoire of fun songs and fingerplays for those times when the children need to move.

Ending the Reading Session

- Display the books you read, give a cheer for the books, or have a closing song or chant—anything that leaves the children feeling great!
- Thank the children for being such good listeners.
- Tell them when you or another reader will be reading again.
- Encourage them to visit the library for books and special programs.
- Finally, give yourself a treat for doing a wonderful thing! You are exciting children with a vital experience—the joyous adventure of reading and literature.

Thank you!

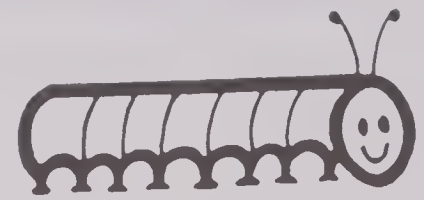
Source: Adapted from the Denver Public Library Children's Library Staff, 1989.



Read Aloud Program

Ideas from Volunteer Readers

(from the Denver Public Library)



Ideas for Beginning and Ending Storytime

- I use the same routine each time. After 2–3 sessions, the children know the routine and participate.
- I greet children with a cheerful smile and tell them how happy I am to see them.
- I introduce myself and ask their names. Afterwards, I allow all the kids to look at or read the books.
- I have a magic wand and a cute music box to play, which draws their interest.
- At the end, we clap for each author and illustrator. The children pat themselves on the back for listening so well.
- I end by thanking the children for being such good listeners and tell them when I will be back again.

Ways of Building Rapport with the Children

- I wear a name tag, and I bring name tags for the children so I can learn their names quickly.
- I smile and remember their names.
- I use eye contact and a consistent routine. I thank them for inviting me to come.
- We chat for a few minutes before I formally begin storytime.
- I tell the children how pleased I am to see them, and I praise the good listeners.
- To shake off their restlessness, I usually engage children in some activity related to one book.
- The children love to pet Clifford (puppet) so that is a treat at the end of storytime. Those who want a hug get one, and most of the children do.

Introducing and Talking About the Library

- I tell the children that the library is a place where they can borrow books for free.
- Usually the children ask if I can leave the books. I tell them they can get all these books at the library.
- I have my library card taped to the backpack and mention every time, “When you go to the library, be sure to look for these books.” I give out library cards ASAP so the others will follow through.
- I introduce myself as being from the library and tell the kids why I like to read.
- The children call me the “Library Girl.”

Ideas for Reading Successfully

- I prepare my stories ahead of time by reading to get the feel of the plot. I read aloud to hear how it sounds, making my voice sound like the various characters and creating an atmosphere of the story.
- I try to arrange the books I will read for a natural transition from one book to another. I read 3–4 books, then have a break for children by using poems, actions songs, and so forth.
- When I prepare, I figure out how to have the children participate. Then I stay around to let the children look at the books and feel them.
- I try to make the words work to my advantage and use my voice to tell the story.
- When there is much repetition, children can repeat with me. If it is a song, I sing it and, if possible, have them sing with me.
- I begin with a short, visually “catchy” book or one that the may participate in. I put longer books in the middle and end with a pop-up or other “fun” book.
- I always save the pop-up book for the last so we can read it two times.

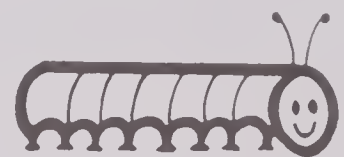
Giving Out Library Cards and Gift Books

- I make a big deal out of the library cards. Each child comes up, and I shake his or her hand and we all clap for each one.

- It is important to give the children a chance to look through their gift books. I read the book, and they follow along with their copy.
- I let the teacher know that I will be giving out books that day. I hand out a book to each child and then to the teacher, and I write names in the books.
- I use the last session just to give away books. I have each child come up one at a time. When I write each name in the books, the children get so excited.

Connecting with the Teacher

- I thank the teacher for inviting me to come every time.
- I try to speak to the teacher for a few minutes each week.
- I try to be pleasant and nonthreatening.
- I explain the purpose of the Read Aloud Program and let the teachers know how much their help and cooperation are appreciated.



Organizations as Resources

Association for Library Service to Children
 American Library Association
 50 E. Huron Street
 Chicago, IL 60611
 312-280-2163

The ALA's mission is to promote the highest quality library service to all people, especially children and their families. The association forms partnerships at the national level to demonstrate leadership and support that will ensure access to information for all.

Association of Youth Museums
 1775 K Street, NW, Suite 595
 Washington, DC 20006
 202-466-4144

AYM is an international professional organization representing and advocating on behalf of its member institutions. It provides its members with information about developments in the field and professional practices, while providing direct access to important training and professional development opportunities.

First Book
1319 F Street, NW, Suite 500
Washington, DC 20004
202-628-1258

This nonprofit organization has the mission to give disadvantaged children the opportunity to read and own their first books. The primary goal of First Book is to work with existing literacy and mentoring programs to distribute new books to children who, for economic or other reasons, have little or no access to books outside of school.

The Puppeteers of America, Inc.
5 Cricklewood Path
Pasadena, CA 91107
818-797-5748

Membership includes anyone with an interest in puppetry. Member benefits include consultant services, an audiovisual library, and a puppetry store.

The Children's Partnership
1460 4th Street, Suite 306
Santa Monica, CA 90401
310-260-1220

The Children's Partnership educates policymakers and parents about technology issues that affect children. It also publishes briefing materials and operates a Web site for parents. Its excellent publication for parents and teachers is *The Parents' Guide to the Information Superhighway: Rules and Tools for Families Online* (1996).

KIDSNET
6856 Eastern Avenue, NW, Suite 208
Washington, DC 20012
202-291-1400

KIDSNET is an educational, nonprofit clearinghouse of information on children's media. It covers audio, video, radio, educational software, television, and related multimedia programs for children.

National Council of La Raza
1111 19th Street, NW, Suite 1000
Washington, DC 20036
202-785-1670

This private, nonprofit organization represents more than 200 community-based groups that provide housing, education, employment, immigration, and social services to more than 2 million Hispanics annually. The council's goal is to improve life opportunities for Hispanic Americans.

National Urban League
500 East 62nd Street
New York, NY 10021
212-310-9000

The League is a nonpartisan, community-based organization whose mission is to assist African Americans in achieving social and economic equality.

Reading Is Fundamental, Inc.
600 Maryland Avenue, SW, Suite 600
Washington, DC 20024-2569
202-287-3220

RIF is a national, nonprofit organization that works with local groups to promote reading among American young people. RIF strives to motivate youngsters to want to read by letting them choose and keep books they like and by showing them that reading is fun and important.

Federal Government Contacts

The Center for the Book
Library of Congress
Washington, DC 20540-8200
202-707-5221

The Center for the Book was established to stimulate interest in books, reading, and libraries and to be a catalyst for promoting and exploring the vital role of books, reading, and libraries both nationally and internationally. The Library–Museum–Head Start Partnership Project is an excellent example of a Center for the Book initiative.

America Reads Challenge
Ready*Set*Read Project
U.S. Department of Education
600 Independence Avenue, SW
Washington, DC 20202

The America Reads Challenge was initiated to help more children read well and independently by the end of third grade. The Ready*Set*Read Early Childhood Learning Kit was designed for all children from birth through age 5. The kit includes an “Activity Guide for Families and Caregivers,” an “Early Childhood Activity Calendar,” and an “Early Childhood Growth Chart.” The kit was developed in cooperation with the U.S. Department of Health and Human Services and the Corporation for National Service.

The Reading Excellence Act, authorized for fiscal years 1999–2001, had \$260 million appropriated by 1999 in the Omnibus Consolidated and Emergency Supplemental Opportunities Act signed by the president on October 21, 1998. More than 500,000 children from pre-kindergarten through third grade will be served in 1999, and many more at-risk children will receive the support they need to improve their pre-reading and literacy skills in subsequent years. Funds will be distributed through state education agencies, and a portion of the funds may be awarded for family literacy services provided by partnering agencies and organizations including *public libraries* with others involved in improving reading and the reading achievement of children and their families.



EXHIBIT PAGE

Follow-Up Activities for Home Day Care

Books Shared at This Month's Storytime

- *The Three Little Pigs* retold and illustrated by James Marshall
- *Henny Penny* retold and illustrated by Paul Galdone
- *The Little Red Hen* retold and illustrated by Byron Barton

More Books to Share at the D.C. Public Library

- *Goldilocks and the Three Bears* retold by Paul Galdone.
- *Jack and the Beanstalk* retold and illustrated by John Howe.
- *The Three Billy Goats Gruff* retold and illustrated by Paul Galdone.

Activities to Do With Your Child

Dramatic Play. Fairy tales are great stories for dramatic play. To add to the fun, make masks out of construction paper for each character.

Story Box. An old shoe box or cigar box will do. Decorate it with construction or wrapping paper. Cut out pictures from old magazines and newspapers, and paste them onto a cardboard to reinforce. Put these pictures in your story box. Let children reach in the box and pull out a picture. Ask them to tell the story about each picture selected.

Songs and Fingerplays

"Put Your Finger in the Air"

Put your finger in the air, in the air.
Put your finger in the air, in the air.
Put your finger in the air and leave it about a year.
Put your finger in the air, in the air.
Put your finger on your knee, on your knee.
Put your finger on your knee, on your knee.
Put your finger on your knee and then giggle tee-hee-hee.
Put your finger on your knee, on your knee.
Put your finger on your head, on your head.
Put your finger on your head, on your head.
Put your finger on your head and tell me is it green or red.
Put your finger on your head, on your head.
Put your finger on your chin, that's where the food slips in.
Put your finger on your nose ... and feel the cold wind blow.
Put your fingers in the air ... and wave them around up there.



“Brush Your Teeth”

When you wake up in the morning,
And it's quarter to one,
You want to have a little fun.
What do you do?
You brush your teeth, ch-ch-ch-ch-ch.
You brush your teeth, ch-ch-ch-ch-ch.
When you wake up in the morning,
And it's quarter to two,
You want to find something to do.
What do you do?
You brush your teeth, ch-ch-ch-ch-ch.
You brush your teeth, ch-ch-ch-ch-ch.

Source: Adapted from the District of Columbia Public Library System as part of its “Reach Out and Read” program.



EXHIBIT PAGE

Follow-Up Activities for Home Day Care Autumn Fun!!!

Books Shared at This Month's Storytime

- Arnosky, Jim. *Every Autumn Comes the Bear*. Putnam's, 1993.
- Ehlert, Lois. *Nuts to You!* Harcourt Brace Jovanovich, 1993.
- Lionni, Leo. *Frederick*. Pantheon, 1967.
- Progoff, Fiona. *Autumn*. Children's Press, 1994.

Check Out These Books!

- Bang, Molly. *One Fall Day*. Greenwillow Books, 1994.
- Ehlert, Lois. *Red Leaf, Yellow Leaf*. Harcourt Brace Jovanovich, 1991.
- Good, Elaine W. *Fall Is Here! I Love It!* Good Books, 1990.
- Oppenheim, Joanne. *Have You Seen Trees?* Young Scott Books, 1967.

Halloween Is Coming!

Find These Fun Stories at the D.C. Public Library

- Brown, Marc Tolon. *Arthur's Halloween*. Little, Brown, 1982.
- Emberley, Ed. *Go Away! Big Green Monster!* Little, Brown, 1993.
- Hines, Anna Grossnickle. *When the Goblins Came Knocking*. Greenwillow Books, 1995.
- Williams, Linda. *The Little Old Woman Who Was Not Afraid of Anything*. Crowell, 1986.

Activities to Do with Your Child

Take a Walk. Collect nuts, seeds, twigs, and leaves. Use them for sorting and counting activities.

Leaf Rubbings. Place a leaf under a sheet of paper. Rub crayon, pencil, or pen across paper. The leaf shape appears like magic to young children.



Fingerplays

“Gently Falling Leaves”

Little leaves fall gently down, (Raise hands and lower them, fluttering like falling leaves.)

Red and yellow, orange and brown.

Whirling, whirling round and round. (Whirl hands as they flutter.)

Quietly without a sound.

Falling softly to the ground. (Lower bodies gradually to the floor.)

Down—and down—and down.

“Once There Was a Pumpkin”

Once there was a pumpkin

And it grew. (Join the fingers of each hand to make one pumpkin.)

And grew. (Separate the hand keeping pumpkin formation.)

And grew. (Join hands before you, making large pumpkin with arms.)

Now it's a jack-o-lantern.

And smiles at you. (With a smile, point to various children.)

And you.

And you.

Source: Adapted from the District of Columbia Public Library System as part of its “Reach Out and Read” program.



EXHIBIT PAGE

Follow-Up Activities for Home Day Care August–September 1994

Books Shared at This Month's Storytime

- Galdone, Paul. *The Gingerbread Boy*. Seabury Press, 1975.
- Hutchins, Pat. *The Doorbell Rang*. Greenwillow Books, 1986.
- Kaska, Keiko. *The Wolf's Chicken Stew*. Putnam, 1987.
- Wellington, Monica. *Mr. Cookie Baker*. Dutton Children's Books, 1992.

More Fun Books to Share

- Carle, Eric. *Pancakes, Pancakes*. Picture Book Studio, 1992.
- Degen, Bruce. *Jamerry*. Delmar Publishers, 1991.
- Polacco, Patricia. *Thunder Cake*. Philomel Books, 1990.
- Westcott, Nadine Bernard. *Peanut Butter and Jelly: A Play Rhyme*. Dutton, 1987.

Activities to Do with Your Child

Read aloud every day.

Take your children to the grocery store with you. Let them practice identifying fruits, vegetables, and other items.

Let children help with making the meals. Even the younger children can stir or add ingredients.

Source: Adapted from the District of Columbia Public Library System as part of its "Reach Out and Read" program.



EXHIBIT PAGE

Follow-Up Activities for Home Day Care October 1995 Autumn Celebrations

Books Shared at This Month's Storytime

- Brown, Marc Tolon. *Arthur's Halloween*. Little, Brown, 1982.
- Brown, Ruth. *A Dark, Dark Tale*. Delmar Publishers, 1991.
- dePaola, Tomie. *My First Halloween*. Putnam, 1991.
- Hall, Zoe. (Shari Halpern, illustrator). *It's Pumpkin Time*. Scholastic, 1994.
- Martin, Bill Jr., and John Archambault. (Robert J. Lee, illustrator). *The Magic Pumpkin*. H. Holt, 1989.
- Williams, Linda. (Megan Lloyd, illustrator). *The Little Old Lady Who Was Not Afraid of Anything*. Crowell, 1986.
- Wolff, Ferida, and Dolores Kozielski. (Dolores Avendano, illustrator). *On Halloween Night*. Tambourine Books, 1994.

Fingerplay

"Halloween Chant"

Five little jack-o-lanterns sitting on a gate.

The first one said, "Oh my, it's getting late."

The second one said, "There's witches in the air!"

The third one said, "But WE don't care."

The fourth one said, "Let's run and run and run!"

The fifth one said, "I'm ready for some fun!"

Then OOOOOOOOOO went the wind

And OUT (loudly clap once) went the lights,

And the five little jack-o-lanterns rolled out of sight. (rolling motion with hands)



Activities to Do with Your Child

No-Allergy Face Paint

1 c. vegetable shortening

1 c. cornstarch

Food coloring

Mix shortening and cornstarch until smooth. Divide mixture into several parts (3 or 4), and add a different color of food coloring to each.

Add more food coloring if mixture is too thick, or more shortening if it is too thin.

Orange

I love

The color orange

Oh yes, oh yes,

I do!

It's the color

Of orange juice,

And carrots

And pumpkins too.



“Pumpkin on the Ground”

(Sung to “Twinkle, Twinkle, Little Star”)

Pumpkin, pumpkin on the ground.

How'd you get so big and round?

You started as a seed so small.

Now you are a great round ball.

Pumpkin, pumpkin on the ground.

How'd you get so big and round?

Language-Building Activity Using Orange

Let your children place orange objects in a box. The objects can be many different types of things from carrots to crayons to stuffed animals. Tell a story using the objects collected; then let your children try to do the same. If you have a helper, write down the children's “orange stories” to share with parents.

Source: From *Totline*, Busy Bee, 1994.

Source: Adapted from the District of Columbia Public Library System as part of its “Reach Out and Read” program.

EXHIBIT PAGE

Follow-Up Activities for Home Day Care May 1995

Trains ... Trains ... Trains... Trains ... Trains ... Trains ... Trains

Books Shared at This Month's Storytime

- Howard, Elizabeth Fitzgerald. *A Train to Lulu's*. Bradbury Press, 1988.
- Crews, Donald. *Freight Train*. Greenwillow Books, 1978.
- Barton, Byron. *Trains*. Crowell, 1986.
- Merriam, Eve. *Train Leaves the Station*. H. Holt, 1992.

More Train Stories to Share and Enjoy

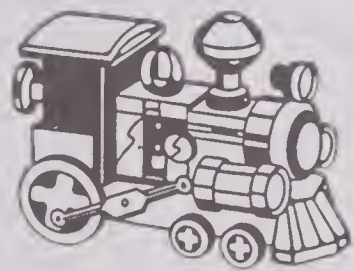
- Burton, Virginia Lee. *Choo Choo: The Story of a Little Engine That Ran Away*. Houghton Mifflin, 1937.
- Piper, Watty. *The Little Engine That Could*. Platt & Munk, 1990.
- Gretz, Suzanne. *Teddy Bears Take the Train*. Four Winds Press, 1987.
- Kroll, Steven. *Toot Toot*. Holiday House, 1983.

Activities to Do with Your Children (Story S-t-r-e-t-c-h-e-r-s)

Make a Pull Train. Tie several small boxes together with string to make a pull train for your child. Shoe boxes (with lids left off) make excellent train cars for small toys and stuffed animals.

Pretend to Be a Train. Dramatic play is good fun, and children can learn many concepts like "fast and slow" and "stop and go."

Learn Songs and Fingerplays.



"Here Is the Engine"

(Count train cars on fingers and toes
as you say this rhyme)

Here is the engine on the track. (thumb)

Here is the coal car, just in back. (pointer)

Here is the boxcar to carry the freight. (middle finger)

Here is the mail car. Don't be late. (ring finger)

Rides the caboose through the sun and rain. (wiggle little finger)

“Here Comes the Choo-Choo Train”

Here comes the choo-choo train (elbows against sides, arms
make forward circles)
Puffing down the track.
Now it's going forward.
Now it's going back. (reverse circles)
Hear the bell a-ringing. (one hand above head, make bell-ringing
motion)
Ding...Ding...Ding...Ding.
Hear the whistle blow. (cup hands around mouth)
Whooooo-Whooooo!
Chug, chug, chug, chug. (make side circles slowly, then pick up
speed)
Ch.....ch.....ch....ch...ch..ch.ch.ch.
Shhhhh... (fold hands in lap)
Everywhere it goes.

“Little Red Caboose”

Little red caboose.
Chug-a...chug-a...chug-a
Little red caboose.
Chug-a...Chug-a...Chug-a
The little red caboose behind the train.
Whoooo...Whoooo.
Smoke stack on its back.
Chug-a...chug-a...chug-a.
Chuggin' down the track.
Chug-a...chug-a...chug-a.
The little red caboose behind the train.
Whoooo...Whoooo.

Source: Adapted from the District of Columbia Public Library System as part of its “Reach Out and Read” program.



EXHIBIT PAGE

Favorite Laptime Fingerplays

“The More We Get Together”

The more we get together, together, together,
The more we get together the happier we'll be.
'Cause your friends are my friends, and my friends are your friends,
The more we get together the happier we'll be.
The more we read together, together, together,
The more we read together the happier we'll be.
'Cause your friends are my friends, and my friends are your friends,
The more we read together the happier we'll be.



“Ten Little Fingers”

I have ten little fingers, (Hold up ten fingers.)
And they all belong to me. (Suit actions to words.)
I can make them do things,
Would you like to see?
I can shut them up tight,
Or open them wide.
I can put them together,
Or make them all hide.
I can make them jump high.
I can make them jump low.
I can fold them up quietly,
And hold them just so.

“Laptime Listeners”

Laptime listeners eyes are watching.
Our ears are listening.
Our mouths are silent.
Our hands are folded.
Our feet are crossed.

Source: Adapted from the District of Columbia Public Library System as part of its “Reach Out and Read” program.

EXHIBIT PAGE

“Let’s Go on a Bear Hunt”

(The children repeat each line after the leader.)

Let’s go on a bear hunt (Tap hands on thighs
like walking.)

All right.

Let’s go.

Oh lookie,

I see a wheat field!

Can’t go around it,

Can’t go under it,

Let’s go through it.

All right.

Let’s go.

Swish, swish, swish. (Rub hands together like
swishing through the wheat.)

Oh lookie,

I see a tree!

Can’t go over it,

Can’t go under it,

Let’s go up it. (Pretend to climb a tree. When
top is reached, place hand on forehead and
look around. Climb down.)

All right.

Let’s go.

Oh lookie,

I see a swamp!

Can’t go around it,

Can’t go under it,

Let’s swim through it. (Pretend to swim.)

All right.

Let’s go.

Oh lookie,

I see a bridge!

Can’t go around it,

Can’t go under it,

Let’s cross over it. (Make clicking sound with
tongue and stamp feet.)

Let’s go.

Oh lookie,

I see a cave!

Can’t go around it,

Can’t go under it,

Let’s go in it. (Cup hands and make hollow
sound when clapping together.)

All right.

Let’s go.

Golly—it’s dark in here. (Say this with suspense
in voice.)

Better use my flashlight.

Doesn’t work.

I think—I see something.

It’s big!

It’s furry!

It’s got a big nose!

I think—it’s a bear!

IT IS A BEAR!

LET’S GO!



Source: Adapted from the District of Columbia Public Library System as part of its “Reach Out and Read” program.

EXHIBIT PAGE

“I’m at My Library”

(sung to “Frere Jacques”)

I’m at my library,

I’m at my library,

Singing my song,

Singing my song.

Will you sing it with me,

Will you sing it with me,

All day long,

All day long.

With my fingers,

With my fingers,

I touch my nose,

I touch my nose.

With these same fingers,

With these same fingers,

I touch my toes,

I touch my toes.

With my fingers,

With my fingers,

I reach high above,

I reach high above.

With these same fingers,

With these same fingers,

I touch the one I love,

I touch the one I love.



Source: Adapted from the District of Columbia Public Library System as part of its “Reach Out and Read” program.

EXHIBIT PAGE

Flannel Board Patterns to Be Used with *Mouse Paint*, by Ellen Stoll Walsh

Please refer to illustrations in the book for how to color the mice and the puddles of paint.

1 cat (color cat gray)

1 water dish for cat

mouse (make 9 mice: 3 white, 1 red, 1 yellow, 1 blue, 1 orange, 1 green, 1 purple)

1 red mouse with orange bottom

1 yellow mouse with green bottom

1 blue mouse with purple bottom

jar of paint (make 3) red, yellow, blue

puddles of paint (make 9) red, yellow, blue, yellow with red swirls, orange, yellow with blue swirls, green, red with blue swirls, purple

additional supplies

squares of construction paper in the following colors:

red, yellow, blue, orange, green, purple, and white





EXHIBIT PAGE

Find the Felines

Where to Look

First Floor: Morgan Great Hall, Classical Antiquities, Early Renaissance, and Medieval Galleries

How to Play

Use your detective skills to search out members of the cat family lurking in our galleries.

✓ Using the clues, check off each cat as you find it in a painting or sculpture.

What stories would you tell about each of these cats?

- ___ “King of the Jungle” and a young lady
- ___ Two large lions standing guard
- ___ Egyptian lioness goddess named Sakhmet
- ___ Blue-headed lion
- ___ Small lion-shaped bottle
- ___ Limestone lion that once lived on a building
- ___ Sly cat sneaking a snack
- ___ Lion decorating a flag
- ___ Alert cat with a beetle on its head

The beetle amulet on this cat's head is called a scarab. To the Egyptians, scarabs symbolize creation, the sun, and life after death.

Cat Fact: The ancient Egyptians considered cats to be sacred animals. When a cat died, the Egyptians mummified it by wrapping the pet in linen bandages. They then painted on a face and buried the cat in a special cat-shaped coffin.

Have fun!! The Staff of The Martin Office of Museum Education

Source: Adapted for use in museums from the Wadsworth Atheneum Museum in Hartford, Conn.

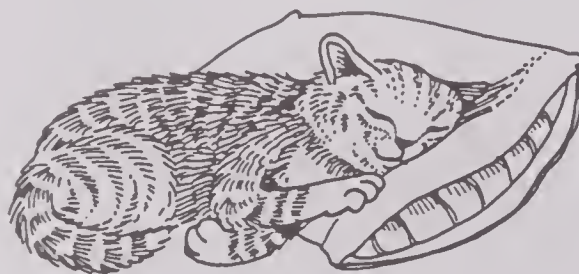


EXHIBIT PAGE

Encuentra los Felinos

Dónde Buscar

Primer Piso: Sala Morgan, Antigüedades Clásicas, Galerías del Comienzo del Renacimiento y Medievales

Cómo Jugar

Usen sus habilidades detectivescas y busquen los miembros de la familia de gatos que se esconden en nuestras galerías.

✓ Usando las claves, haz una marca a cada gato, según los encuentres en pinturas o esculturas.

¿Qué historias podrías contar acerca de cada uno de estos gatos?

- ___ “El Rey de la Selva” y una mujer joven
- ___ dos leones grandes haciendo guardia
- ___ La Diosa leona Egipcia llamada Sakhmet
- ___ el león de cabeza azul
- ___ la botella pequeña, moldeada como un león
- ___ león de piedra caliza que una vez vivió en un edificio
- ___ el gato astuto que busca una merienda
- ___ un león decorando una bandera
- ___ gato alerta con un escarabajo en la cabeza

El amuleto de un escarabajo en la cabeza de este gato se llama escarabajo. Para los egipcios, los escarabajos simbolizan creación, el sol y la vida después de la muerte.

Hecho de Gatos: Los antiguos Egipcios consideraban los gatos, animales sagrados. Cuando un gato moría, los Egipcios lo momificaban en volviendolo en vendajes de lino, luego le pintaban una cara y lo sepultaban en un ataúd especial en forma de gato.

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Source: Adapted for use in museums from the Wadsworth Atheneum Museum in Hartford, Conn.

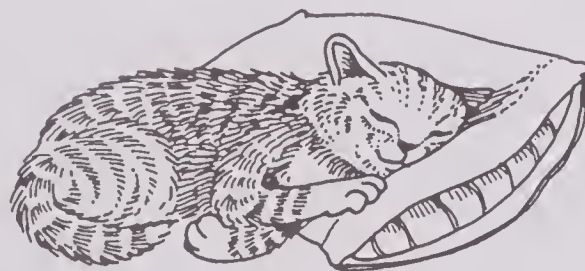


EXHIBIT PAGE

You Can Count on Art

Where to Look

First Floor: Hilles Gallery of 20th-Century Art

How to Play

Test your number know-how while exploring the Wadsworth's collection of contemporary art.

✓ Check off each work of art as you discover it and then talk about it with a friend or family member.

___ 5 People out for a stroll

Where do you think they are going?

___ 4 Colored squares painted one on top of another

How do the colors make you feel?

___ 3 Delicious cakes

What has the artist done to make the cake frosting look so real?

___ 2 Huge links on a gigantic chain

Do you think this sculpture is heavy or light?

___ 1 Goat sitting in a tree

Make up a story about this work of art.

Have Fun!! The Staff of The Martin Office of Museum Education

Source: Adapted for use in museums from the Wadsworth Atheneum Museum in Hartford, Conn.

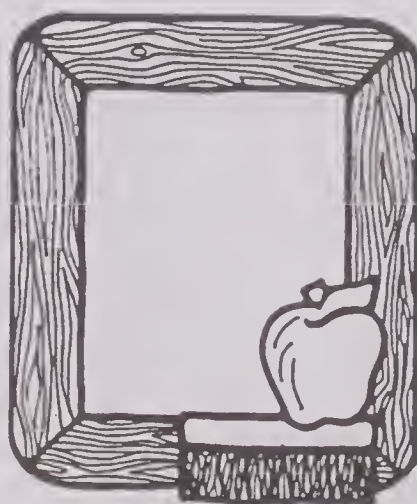


EXHIBIT PAGE

Tú Puedes Contar en el Arte

Dónde Buscar

Primer Piso: Galería de Arte del Siglo 20 - Hilles

Cómo Jugar

Prueba tu conocimiento numérico, mientras exploras la colección de arte contemporáneo en el Wadsworth.

✓ Coteja cada obra de arte según las descubres, luego habla de la misma con un amigo(a) ó un miembro de tu familia.

___ 5 personas que estan paseando

¿A dónde crees tú que van ellos?

___ 4 cuadros pintados uno sobre otro

¿Cómo te hacen sentir los colores?

___ 3 bizcochos (tortas) deliciosos

¿Qué hizo el artista para hacer que el decorado del bizcocho (torta) parezca tan real?

___ 2 eslabones inmensos en una cadena gigante

¿Crees que esta escultura es pesada ó liviana?

___ 1 cabra sentada en un árbol

Haz una historia sobre esta obra de arte.

¡Que te Diviertanse! Los Empleados de la Oficina de Educación Martin

Source: Adapted for use in museums from the Wadsworth Atheneum Museum in Hartford, Conn.

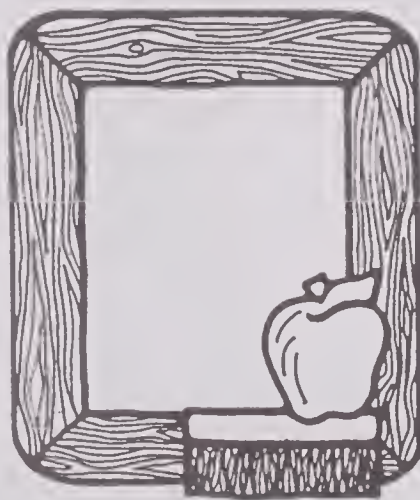
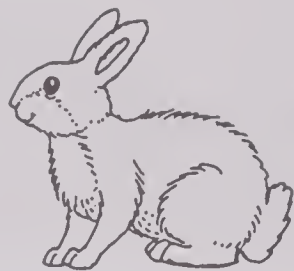


EXHIBIT PAGE

Creature Feature



Where to Look

The whole museum

How to Play

The Wadsworth Atheneum is crawling with critters! Focus your eagle eyes, tune in your deer’s ears, snap on your hound’s nose, and set out on an animal safari.

Hunt for these creatures in paintings and sculptures throughout the collection. As you trek through the galleries, check off the creatures you find. Make extra check marks next to any creatures that you find more than once. If you find other animals not listed here, write them down.

Mammals

- | | | | |
|--------------------------------|---------------------------------|-----------------------------------|---------------------------------|
| <input type="checkbox"/> lion | <input type="checkbox"/> tiger | <input type="checkbox"/> elephant | <input type="checkbox"/> wolf |
| <input type="checkbox"/> deer | <input type="checkbox"/> monkey | <input type="checkbox"/> horse | <input type="checkbox"/> donkey |
| <input type="checkbox"/> goat | <input type="checkbox"/> cow | <input type="checkbox"/> squirrel | <input type="checkbox"/> dog |
| <input type="checkbox"/> cat | <input type="checkbox"/> pig | <input type="checkbox"/> rabbit | <input type="checkbox"/> sheep |
| <input type="checkbox"/> camel | | | |

Birds

- | | | |
|---------------------------------|--------------------------------|---------------------------------|
| <input type="checkbox"/> parrot | <input type="checkbox"/> eagle | <input type="checkbox"/> falcon |
|---------------------------------|--------------------------------|---------------------------------|

Sea Creatures

- | | |
|------------------------------------|------------------------------------|
| <input type="checkbox"/> dead fish | <input type="checkbox"/> live fish |
|------------------------------------|------------------------------------|

Reptiles

- | | |
|--------------------------------|---------------------------------|
| <input type="checkbox"/> snake | <input type="checkbox"/> turtle |
|--------------------------------|---------------------------------|

Fantasy Creatures

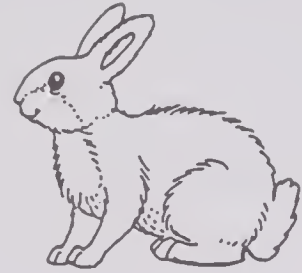
- | | |
|--------------------------------------|---|
| <input type="checkbox"/> sphinx | usually represented with a human head, a lion’s body, and wings |
| <input type="checkbox"/> Pegasus | a horse with wings |
| <input type="checkbox"/> winged frog | a frog with wings |
| <input type="checkbox"/> dragon | usually represented as a large reptile with wings, claws, and pointed teeth |
| <input type="checkbox"/> centaur | a creature that is half man, half horse |
| <input type="checkbox"/> griffin | a beast with the head, wings, and claws of an eagle and the body of a lion |

Have fun!! The Staff of The Martin Office of Museum Education

Source: Adapted for use in museums from the Wadsworth Atheneum Museum in Hartford, Conn.

EXHIBIT PAGE

Facciones de Criaturas



Dónde Buscar

En todas las galerías del museo

Cómo Jugar

¡El Ateneo Wadsworth está rastreando criaturas! Enfoca tus ojos de águila, sintoniza tus oídos de venado, agudiza el olfato de perro sabueso y emprende tu safari de animales.

Caza las criaturas en pinturas y esculturas a través de la colección del museo. Durante tus cacerías de una galería a otra, indica las criaturas que hayas encontrado. Si encuentras una criatura más de una vez, puedes hacer una marca por cada vez que hayas visto el mismo animal. Si encontraras otros animales que no están en la lista, puedes añadirlos.

Mamíferos

___ león	___ tigre	___ elefante	___ lobo
___ mono	___ caballo	___ burro	___ cabra
___ vaca	___ ardilla	___ perro	___ gato
___ cerdo	___ conejo	___ camello	
___ oveja o carnero	___ venado o ciervo		

Pájaros

___ cotorra	___ águila	___ falcón
-------------	------------	------------

Criaturas del Mar

___ pescado	___ pez
-------------	---------

Reptiles

___ culebra	___ tortuga
-------------	-------------

Criaturas de la Fantasía

___ esfinge	usualmente representada con cabeza humana, cuerpo de león y alas
___ Pegaso	caballo alado
___ rana alada	rana con alas
___ dragón	usualmente representado como un reptil enorme con alas, garras y colmillos
___ centauro	criatura que es mitad humana y mitad caballo
___ grifo	bestia con la cabeza, alas y garras de un águila y con cuerpo de león

¡Que te Diviertas! Los Empleados de la Oficina de Educación Martin

Source: Adapted for use in museums from the Wadsworth Atheneum Museum in Hartford, Conn.

EXHIBIT PAGE

Move It!



Where to Look

Third Floor: American Art

How to Play

Search the art in the galleries for examples of the following types of transportation. Be sure to include all kinds of art, not only paintings, in your search. Happy trails!

- | | |
|--|--|
| <input type="checkbox"/> Rowboat | <input type="checkbox"/> Covered wagon |
| <input type="checkbox"/> Horse-drawn sleigh | <input type="checkbox"/> Barge or houseboat |
| <input type="checkbox"/> Hot air balloon | <input type="checkbox"/> Trolley (streetcar) |
| <input type="checkbox"/> Horse-drawn chariot | <input type="checkbox"/> Ship or sailboat |
| <input type="checkbox"/> Canoe | <input type="checkbox"/> Paddlewheeler |

Can you find any others?

Have Fun!! The Staff of The Martin Office of Museum Education

Source: Adapted for use in museums from the Wadsworth Atheneum Museum in Hartford, Conn.

EXHIBIT PAGE

¡En Marcha!



Dónde Buscar

Tercera Planta: Galerías Norte-Americanas

Cómo Jugar

Explora el arte en las galerías y busca ejemplos de los siguientes tipos de transportación. Asegúrate de incluir en tu exploración todo tipo de arte, no solamente pinturas. ¡Qué tengas una buena cacería!

- | | |
|---|---|
| <input type="checkbox"/> bote de remos | <input type="checkbox"/> carretón con cobertizo (carromato) |
| <input type="checkbox"/> trineo tirado por caballos | <input type="checkbox"/> casa flotante |
| <input type="checkbox"/> globo aerostático (hot air balloon) | <input type="checkbox"/> tranvia (trolley) |
| <input type="checkbox"/> carroza o carruaje tirado por caballos | <input type="checkbox"/> buque o barco de vela |
| <input type="checkbox"/> canoa | <input type="checkbox"/> bote de pedalear (paddlewheeler) |

¿Puedes encontrar otros móviles?

¿Que te Diviertanse! Los Empleados de la Oficina de Educación Martin

Source: Adapted for use in museums from the Wadsworth Atheneum Museum in Hartford, Conn.

EXHIBIT PAGE

Best Foot Forward

Where to Look

First Floor: Morgan Great Hall

How to Play

Have you ever heard the expression “if the shoe fits, wear it”? Clothing depicted in art tells us a great deal about the time and place in which people live. This treasure hunt is about shoes. Using the clues listed, find ten shoes among the paintings and sculptures in Morgan Great Hall. This hunt should keep you on your toes!

Find

- ___ a pair of shoes with buckles
- ___ a pair of high boots worn by a man
- ___ a pair of shoes worn by soldiers
- ___ a pair of sandals in a painting
- ___ a pair of sandals in sculpture
- ___ a shoe belonging to an Aztec Indian
- ___ a shoe belonging to a Spanish soldier
- ___ a pair of spurs
- ___ a pair of moccasins

Can you find other shoes? Now look at your own feet. What do your shoes tell about you?

Have Fun!! The Staff of The Martin Office of Museum Education

Source: Adapted for use in museums from the Wadsworth Atheneum Museum in Hartford, Conn.



EXHIBIT PAGE

Un Paso Hacia Adelante

Dónde Buscar

Primera Planta: Asiáticas y Clasicas Antigüedades

Cómo Jugar

¿Haz oído alguna vez la expresión “al que se lo ponga”? El vestuario representado en el arte nos habla mucho del lugar y la época en que vivieron los personajes. Esta cacería es acerca de calzados. Utilizando las guías a continuación, encuentra diez zapatos entre las esculturas y las pinturas en la Gran Sala Morgan. Esta cacería te mantendrá en la puntilla de tus pies.

Busca

- ☐ un par de zapatos con hevillas
- ☐ un par de botas altas hombre
- ☐ un par de zapatos usados por guerreros
- ☐ un par de sandalias en una pintura
- ☐ un par de sandalias en una escultura
- ☐ un calzado que pertenece a un Indio Azteca
- ☐ un zapato que pertenece a un soldado Español
- ☐ un par de espuelas
- ☐ un par de mocasines

¿Puedes encontrar otro tipo de zapato? Ahora mira tu propio pie. ¿Qué dicen tus zapatos de tí?
Que te Diviertanse! Los Empleados de la Oficina de Educación Martin

Source: Adapted for use in museums from the Wadsworth Atheneum Museum in Hartford, Conn.



List of Children's Books



Aliki. *My Five Senses*. Crowell, 1962.

Arnosky, Jim. *Every Autumn Comes the Bear*. Putnam's, 1993.

Asch, Frank. *Sand Cake*. North American Library ed. Parents Magazine Press, 1993.

Bang, Molly. *One Fall Day*. Greenwillow Books, 1994.

Barton, Byron. *Trains*. Crowell, 1986.

Berry, Joy. *Taste and Smell*. Creative Resources, 1978.

Brenner, Barbara. *Faces*. E. P. Dutton, 1970.

Brown, Marc Tolon. *Arthur's Eyes*. Little, Brown, 1979.

Brown, Marc Tolon. *Arthur's Halloween*. Little, Brown, 1982.

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Brown, Ruth. *A Dark, Dark Tale*. Delmar Publishers, 1991.

Burton, Virginia Lee. *Choo Choo: The Story of a Little Engine That Ran Away*.
Houghton Mifflin, 1937.

Carle, Eric. *A House for Hermit Crab*. Picture Book Studio, 1991.

Carle, Eric. *Pancakes, Pancakes*. Picture Book Studio, 1992.

Conly, Jane. *Crazy Lady*. HarperCollins, 1993.

Crews, Donald. *Sail Away*. Greenwillow Books, 1995.

Crews, Donald. *Freight Train*. Greenwillow Books, 1978.

Degen, Bruce. *Jamberry*. Delmar Publishers, 1991.

dePaola, Tomie. *My First Halloween*. Putnam, 1991.

Ehlert, Lois. *Nuts to You!* Harcourt Brace Jovanovich, 1993.

Ehlert, Lois. *Red Leaf, Yellow Leaf*. Harcourt Brace Jovanovich, 1991.

- Emberley, Ed. *Go Away! Big Green Monster!* Little, Brown, 1993.
- Falwell, Cathryn. *Feast for 10*. Clarion Books, 1993.
- Galdone, Paul. *The Gingerbread Boy*. Seabury Press, 1975.
- Garcia, Richard. *My Aunt Otilia's Spirits (Los Espiritus de Mi Tia Otilia)*. Rev. ed. Children's Book Press, 1987.
- Good, Elaine W. *Fall Is Here! I Love It!* Good Books, 1990.
- Gretz, Susanne. *Teddy Bears Take the Train*. Four Winds Press, 1987.
- Hall, Zoe. *It's Pumkin Time*. Scholastic, 1994.
- Heller, Ruth. *How to Hide an Octopus & Other Sea Creatures*. Grosset & Dunlop, 1985.
- Hill, Eric. *Spot Goes to the Beach*. Puffin Books, 1995.
- Hines, Anna Grossnickle. *When the Goblins Came Knocking*. Greenwillow Books, 1995.
- Hoban, Russell. *A Bargain for Frances*. HarperFestival, 1999.
- Hoban, Tana. *Look! Look! Look!* Greenwillow Books, 1988.
- Howard, Elizabeth Fitzgerald. *The Train to Lulu's*. Bradbury Press, 1988.
- Hutchins, Pat. *The Doorbell Rang*. Greenwillow Books, 1986.
- Isadora, Rachel. *I Touch*. Greenwillow Books, 1991.
- Johnson, Angela. *The Leaving Morning*. Orchard, 1992.
- Kasza, Keiko. *The Wolf's Chicken Stew*. Putnam, 1987.
- Kroll, Steven. *Toot Toot*. Holiday House, 1983.
- Langstaff, John. *Oh, A-Hunting We Will Go*. Atheneum, 1984.
- Lionni, Leo. *Frederick*. Pantheon, 1967.
- Lionni, Leo. *Swimmy*. Random House, 1973.
- MacDonald, Suse. *Sea Shapes*. Harcourt, 1994.
- Martin, Bill Jr., and John Archambault. *The Magic Pumkin*. H. Holt, 1989.

- Marzollo, Jean. *Pretend You're a Cat*. Dial, 1990.
- McGovern, Ann. *Too Much Noise*. Houghton Mifflin, 1967.
- McMillan, Bruce. *Beach Ball—Left, Right*. Holiday House, 1992.
- Merriam, Eve. *Train Leaves the Station*. H. Holt, 1992.
- Murphy, Jill. *Five Minutes' Peace*. Putnam, 1986.
- Oppenheim, Joanne. *Have You Seen Trees?* Young Scott Books, 1967.
- Oxenbury, Helen. *Beach Day*. Dial Press, 1982.
- Patron, Susan. *Maybe Yes, Maybe No, Maybe Maybe*. Orchard Books, 1993.
- Piper, Watty. *The Little Engine That Could*. Platt & Munk, 1990.
- Polacco, Patricia. *Thunder Cake*. Philomel Books, 1990.
- Pragoff, Fiona. *Autumn*. Children's Press, 1994.
- Ruis, Maria. *Smell*. 1st U.S. ed. Barron's, 1985.
- Saunders, Susan. *A Sniff in Time*. Atheneum, 1982.
- Sheppard, Jeff. *Full Moon Birthday*. Atheneum Books for Young Readers, 1995.
- Sheppard, Jeff. *Splash, Splash*.
- Showers, Paul. *The Listening Walk*. HarperCollins, 1991.
- Walsh, Ellen Stoll. *Mouse Paint*. Harcourt Brace Jovanovich, 1989.
- Watson, Clyde. *Catch Me and Kiss Me and Say It Again*. Collins, 1978.
- Watson, Clyde. *Father Fox's Pennyrhymes*. Crowell, 1971.
- Wellington, Monica. *Mr. Cookie Baker*. Dutton Children's Books, 1992.
- Westcott, Nadine Bernard. *Peanut Butter and Jelly: A Play Rhyme*. Dutton, 1987.
- Wheeler, Bernelda. *Where Did You Get Your Moccasins?* Pemmican, 1986.
- Williams, Linda. *The Little Old Woman Who Was Not Afraid of Anything*. Crowell, 1986.
- Williams, Vera B. *"More More More" Said the Baby*. Greenwillow Books, 1990.

Wolff, Ferida, and Delores Kozielski. *On Halloween Night*. Tambourine Books, 1994.

Wylie, Joanne, and David Wylie. *A More or Less Fish Story*. Children's Press, 1984.

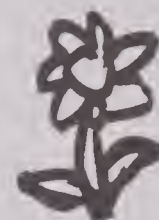
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Chapter 4

Family Literacy: Building Bridges from Head Start to Home and Community



Two Generational Programming

Head Start's strong commitment to parents has long been recognized as a cornerstone of the program's success. In fact, as Head Start prepares for the twenty-first century, there has been a call for the program to recommit itself to providing "two generational programming" that focuses on parents as well as on children.

The Head Start Improvement Act includes a requirement that every Head Start agency must provide child development and literacy skill training for parents of children who are in the program so they can help their children reach each child's full potential. The Library–Museum–Head Start Partnership Project was designed to do just that. Thus, it provides additional resources, materials, training and technical assistance, and demonstration support to promote literacy and parenting skills. It also recognizes that literacy should be promoted in an atmosphere that encourages developing skills across generations (Head Start, 1993). (Head Start. Creating a 21st Century Head Start, Final Report of the Advisory Committee on Head Start Quality and Expansion, 1993.)

The bottom line is that the greater the involvement and effort expended by the parent, the greater the gain for the child. This involvement covers a range of activities: from the parent and other family members spending time with the pre-school child in the classroom, library, or some other site where partnership activities may be taking place, to learning specific techniques for fostering the child's development. Regular communication with the home is an important sustaining aspect of the reinforcement and linkage between home and classroom. It must be made clear to parents that the Head Start teachers and other staff members rely on learning from parents also—the learning process is a two-way street. The Head Start staff and partnering resource persons such as librarians may know about resources and techniques that parents can use, but the parent knows the most about the child and what he or she brings to learning. Steven Herb and Sara Willoughby Herb suggest sending home the words to favorite songs or rhymes that are apt to be repeated at home; then members of the family can join in. The Herbs also suggest sending home a note with a paper butterfly attached and explaining that it was a follow-up result of reading a book titled *The Very Hungry Caterpillar*. As a

special event, they suggest a family storytelling meeting at which parents tell about “when I was a preschooler like you.”

Parent in the Classroom

When the parent has the opportunity to work in the classroom with a group of children, she or he begins to see how many chances there are to build language comprehension and use: playing with words, naming objects, observing feelings and reactions, and associating concepts with words. Parents can be enlisted and trained to read and tell stories to children in some of the children’s native languages that no one on the Head Start staff or the library staff can speak. The Library–Head Start Partnership in Oakland, California, trained some 20 volunteers to work with children on reading and storytelling in a dozen or so Asian languages. Parents can also be successfully involved in summer programs offered by the library in collaboration with museums, parks and recreation units, and zoos.

With the assistance of the library partner, parents can be shown how to select a good book for a child. (See Chapter 2 on “Materials Selection and Acquisition,” and also see Appendix B for the script from Part III of the Library Head Start video outlining the characteristics of a good book.) Parents of Head Start children who have younger siblings can be shown how to bring an infant for a story-time—often referred to in “librarianese” as a “lapsit” program. This involvement provides an opportunity for the youngest baby to listen, move to music, and imitate sounds while the mother learns by watching how to stimulate mental development in her very youngest child. Much valuable information about parenting skills can be woven into the information about emergent literacy and language development.

Home Visits by Head Start Teacher

The Head Start policy regarding parents states that each grantee is required to make home visits a part of its program—when parents permit such visits. Teachers should visit parents of summer children a minimum of once; in full-year programs, they should make at least three visits, if the parents have consented to such home visits. Policy further states that Head Start staff members should develop activities that can be used at home by other family members and that will reinforce and support the child’s total Head Start experience. This policy supports the fact that all parents want to ensure that their children have every advantage in life, but many parents need help in creating the opportunities for learning experiences.

Contrary to the belief that raising children “comes naturally,” there is growing recognition that being a parent is an extremely demanding job. This job requires skills which can be learned.

—Early Childhood Family Education, Minnesota Department of Education

Further resources that describe use of books in the Head Start program and give tips for parents relating to developmental skills can be found in these:

- Herb, Steven, and Sara Willoughby-Herb. *Using Children's Books in Preschool Settings: A How-to-Do-It Manual*. New York: Neal-Schuman, 1994.
- U.S. Department of Education. *Early Childhood Growth Chart*. From the America Reads Challenge: Ready*Set*Read Early Childhood Learning Kit. Washington, D.C.: U.S. Department of Education, 1997.
- *Essentials for Child Development Associates Working with Young Children*. Edited by Carol Brunson Phillips. The CDA Professional Preparation Program, Council for Early Childhood Professional Recognition, 1991.
- *Public Libraries: Partners in Achieving School Readiness for Our Nation's Children*. Nespeca, Sue McCleaf; Ellen Fader; and Bessie Condos Tichauer. Chicago: Association for Library Service to Children, American Library Association, 1995.
- *Programming for Young Children: Birth through Age Five*. Prepared by Carole D. Fiore with assistance from Sue McCleaf Nespeca. Chicago: American Library Association, 1996.
- *Programming for Introducing Adults to Children's Literature*. Prepared by Carole D. Fiore. Chicago: American Library Association, 1994.
- *Born to Read: How to Nurture a Baby's Love of Learning*. Includes a planning manual and video. Chicago: American Library Association, 1997.

With development skills in mind, for many Head Start programs, the home visit provides a good opportunity to demonstrate and support parent-child literacy interactions. Further, home visitors must establish literacy promotion as a priority; must plan literacy activities, which involve the parent and child for some portion of their visit; and must take time to demonstrate and reinforce parent practices that promote literacy. (Promoting Family Literacy Through Head Start.)



Literacy Begins at Home

25 Ways to Make Sure Reading Runs in the Family

In recent years, we've seen no shortage of institutes and initiatives that encourage librarians to develop partnerships with childcare providers. But, there's one key constituency that has gotten far less attention: families.

Important programs like the Library of Congress's Library-Head Start Partnership have spread the word about cooperative planning from coast to coast via regional workshops and conference programs. And ALA recently published a book, *Achieving School Readiness: Public Libraries and National Education Goal No. 1* (Chicago, 1995), that contains a prototype for outreach to caregivers.

We need to realize, however, that reading to children in library or daycare settings is not enough. Reading, writing, and other literacy activities must be reinforced at home. When parents or guardians take this kind of active role, children have a better chance to become avid readers and are likely to do better in school.

The Daycare Connection

Many librarians already present programs at daycare, preschool, and Head Start centers so they can reach a greater number of children. But they may not be aware that these sites also offer an excellent opportunity to talk directly to parents. Ask caregivers if you can speak to groups at parent meetings and family nights. You'll only need a few moments to convey the importance of reading aloud to children and sharing language, songs, and literacy activities. You can also use these meetings to model story-sharing techniques and preview books that parents can use to support literacy activities at home.

Besides parent meetings, there are other ways you can collaborate with daycare providers to help families.

Resource Sharing. Share your professional resources and expertise with daycare providers on a variety of topics: fingerplays, songs, open-ended art projects, and math and science activities. You should consider keeping a deposit collection of these resources at childcare sites or a county education office, or allow caregivers a longer loan period for materials they check out from your collection. Besides creating activities for their own centers, they can suggest to parents activities to do at home.

Adult Literacy Referrals. Some parents lack the necessary literacy skills to help their children. Fortunately, daycare providers are often alert to these situa-

tions. Make sure they know to direct parents to library or community literacy programs. And, be prepared to suggest materials appropriate for new adult readers.

Publications. You can create a simple newsletter that lists new books, programs, and literacy activities. Give a master copy to each center so they can photocopy and distribute them to families. This way, your newsletter will reach those who don't use the library regularly.

Booklists and bookmarks are another way caregivers can recommend helpful library materials to families. It's also a quick way for you to let parents know about upcoming library programs created especially for young children.

Communication. This is one of the most vital elements in any partnership. You should meet with daycare providers on a regular, scheduled basis several times a year. At minimum, you should contact providers in August before most centers open for the school year and when year-round sites are gearing up for the new season. This will give you the chance to share new books, get the schedule of upcoming parent meetings, and learn well in advance of any special subject requests that caregivers will make.

Bright Ideas for Family Programs

When forging partnerships with childcare providers, don't forget about parents. Here are 25 ideas for family programs, many of which reinforce the importance of the family unit, different types of families, and different cultures. These literacy-building programs can be held in any library or daycare center, and many include home activities, too. Several are craft projects that allow children to share their family history and traditions with other children. You may want to adapt this list of programs and their related resources to create your own handout for providers.

1. **Writing Centers.** To provide opportunities for literacy activities, daycare centers and libraries can set up writing and drawing centers—and encourage families to create their own center at home. Different kinds of paper, crayons, markers, letters to trace, and an old typewriter are just a few of the items to include. You'll want to avoid worksheets because they don't give children much room for creative expression. The goal of any writing center should be to provide materials that support a print-rich environment, not rote learning.
2. **Children as Authors.** Children love to make up their own stories. Encourage families to write down their children's stories and have the children illustrate them. For a joint library-daycare project, ask children to dictate a family story, trip, or event at their center or to their parents at home. Once

the stories are illustrated, display them at the public library for everyone to see. You can present a small prize or ribbon to each child who creates a story.

3. **Family Bookmaking.** Show caregivers how to help children create home-made books or host a program at your library to let families make their own books there. For the youngest children, families can make tactile books. Using sturdy poster board pages with rounded corners, attach a different type of material (corduroy, satin, felt, foil, velvet, sandpaper, etc.) to each page. For preschool and early primary children, consider pop-up books or other type of movable book, such as accordion books or tab books, which fascinate young children.

Evans, Joy, and Jo Ellen Moore. *How to Make Books with Children* (2 vols.). Monterey, Calif.: Evan-Moor, 1985 and 1991.

Evans, Joy; Kathleen Morgan; and Jo Ellen Moore. *Making Big Books with Children*. Monterey, Calif.: Evan-Moor, 1989.

Irvin, Joan. *How to Make Super Pop-ups*. New York: William Morrow, 1992.

Johnson, Paul. *Literacy through the Book Arts*. Portsmouth, N.H.: Heinemann, 1993.

Ketch, Susan. *Making Books for Winter*. (Also *Making Books for Fall*.) Greensboro, N.C.: Carson-Dellosa Publishing, 1992.

Ling, Patricia. *Making Books for Spring and Summer*. Greensboro, N.C.: Carson-Dellosa Publishing, 1992.

4. **Open-Ended Art Projects.** You can provide “recipes” for different art media and let families experiment with these media at the library before planning their own special projects at home. Display finished projects at the library or daycare center. To connect art with literature, share picture books with especially striking illustrations, such as those by Denise Fleming, Lois Ehlert, or Eric Carle, and have families imitate their techniques.

Bos, Bev. *Don't Move the Muffin Tins: A Hands-off Guide to Art for the Young Child*. Roseville, Calif.: Turn-the-Page Press, Inc., 1978.

Brashears, Deya. *Dribble Drabble: Art Experiences for Young Children*. (Also *More Dribble Drabble*.) Mt. Rainier, Md.: Gryphon, 1985.

Fleming, Denise. *Painting with Paper*. Holt, 1994.

Kohl, Mary Ann. *Scribble Cookies*. Bellingham, Wash.: Bright Ring, 1985.

Wilmes, Liz, and Dick Wilmes. *Exploring Art*. Elgin, Ill.: Building Blocks, 1986.

5. **Library Card Sign-up Month.** Pick a month and make an extra effort to get families with children in daycare to sign up for library cards. (You may want to choose September, ALA's designated "Library Card Sign-up Month.") If possible, hold this event at the center and have families make a follow-up visit to the library. If you can get financial support, give each family a coupon for a free paperback picture book or ticket to a special program when they first come to the library.
6. **Family Book Bingo.** I adapted this idea from a program by Carol Carmack at Stark County (Ohio) District Library. You can make book bingo cards and have caregivers distribute them to each family. Make a grid of 25 boxes (five across and five down), and write a different task in each box (e.g., "Read an Alphabet Book," "Attend a Library Storytime," "Read a Family Story," etc.). Once families have completed "bingo," invite them to a special performance at the library like a puppet show or movie.
7. **Family Puppet Shows.** After staging a puppet show, hold a "make-it/take-it" puppet session for families and caregivers. You can create puppets out of simple household items such as paper bags, paper plates, cardboard tubes, envelopes, spoons, egg cartons, socks, mittens, etc., which families can help supply. You may want to provide simple puppet scripts or encourage families to write their own. Parents can take these easy puppets home for family puppet shows or donate them to their daycare center for children to use there.

Hunt, Tarara, and Nancy Renfro. *Pocketful of Puppets: Mother Goose Rhymes*. Austin, Tex.: Nancy Renfro Studios, 1982.

Shelton, Julie Catherine. *Puppets, Poems & Songs*. Carthage, Ill.: Fearon, 1993.

Sierra, Judy. *Fantastic Theater*. New York: H. W. Wilson, 1991.

Warren, Jean. *1-2-3 Puppets*. Everett, Wash.: Warren, 1989.

Wright, Denise Anton. *One-Person Puppet Plays*. Englewood, Colo.: Libraries Unlimited, 1990.

8. **Senior Citizen Volunteers.** Train senior and grandparent volunteers to tell stories and share fingerplays, songs, and other language activities with

young children. Volunteers can then take these programs to daycare centers and expand your library's outreach efforts.

9. **“Invite Your Grandparents.”** Have children invite a grandparent or older friend to a special library program. Early childhood centers can host a special day for grandparents, or they may wish to have the child invite a grandparent to celebrate his or her birthday at the center. The friend may read a book or share a personal story. (You can provide caregivers with suggested books for these older friends to read.) Make sure you advertise that this is a program for a grandparent or an older friend, so that children whose grandparents are dead or live far away will not feel excluded.
10. **Creative Dramatics.** Numerous picture book stories and folktales (e.g., *Goldilocks and the Three Bears*, *Little Red Hen*, etc.) lend themselves well to creative dramatics. Actions or movement in the stories can easily be acted out even by preschoolers. You can add simple props or costumes, but they're not necessary. Children enjoy dramatizing stories over and over again and will want to perform them for family members, which can be done either at the library or daycare center.
11. **Poetry, Rhyme, and Rap.** Parents should introduce poetry and rhyme to children as early as possible and continue throughout the early years. Many picture books are written in rhyme, and some books just beg to be rapped! There are also excellent poetry books for young children. Introduce caregivers and families to some of these fine choices for read-alouds. Children love to chime in along with familiar books or rap some of their favorite stories. You may even want to hold a rap contest for families.

Picture Books

Agell, Charlotte. *Dancing Feet*. San Diego: Harcourt, 1994.

Aylesworth, Jim. *Old Black Fly*. New York: Holt, 1992.

Carlstrom, Nancy White. *Rise and Shine!* New York: HarperCollins, 1993.

Cuarino, Deborah. *Is Your Mama a Llama?* New York: Scholastic, 1989.

Oppenheim, Joanne. *You Can't Catch Me!* Boston: Houghton, 1986.

Easy Poetry

Hoberman, Mary Ann. *Fathers, Mothers, Sisters, Brothers*. Boston: Little, Brown, 1991.

Hopkins, Lee Bennett. *Side by Side*. New York: Simon & Schuster, 1988.

Kennedy, X. J. *Talking Like the Rain*. Boston: Little, Brown, 1992.

Prelutsky, Jack. *Beneath a Blue Umbrella*. New York: Greenwillow, 1990.

Rap

Jorgensen, Gail. *Crocodile Beat*. New York: Bradbury, 1988.

King, Bob. *Sitting on the Farm*. New York: Orchard, 1992.

Loveless, Liz. *1, 2, Buckle My Shoe*. New York: Hyperion, 1993.

Martin, Bill, and John Archambault. *Chicka Chicka Boom Boom*. New York: Simon & Schuster, 1989.

Nickola-Lisa, W. *Bein' with You This Way*. New York: Lee & Low, 1994.

12. **Music Programs.** All family storytimes should include music or a sing-along. Share music books, song picture books, and musical cassettes with families as well as caregivers, who can create musical programs for their own centers. Giving families song sheets/lyrics of favorite songs heard at the library or center encourages families to sing songs at home. You can also make simple musical instruments with children or share resources with parents so families can make them at home.

Family Music Programs

Marino, Jane. *Sing Us a Story*. New York: H. W. Wilson, 1994.

Songbooks

Beall, Pamela Conn. *Wee Sing* (series). Los Angeles: Price Stern Sloan, 1986–1998.

Glazer, Tom. *Eye Winker, Tom Tinker, Chin Chopper*. New York: Doubleday, 1973.

Raffi. *The Raffi Singable Songbook*. New York: Crown, 1988.

Warren, Jean. *Piggyback Songs* (series). Everett, Wash.: Warren, 1983–1997.

Wirth, Marion, et al. *Musical Games, Fingerplays, Rhythmic Activities for Early Childhood*. Englewood Cliffs, N.J.: Prentice Hall, 1983.

Song Picture Books

Beck, Ian. *Five Little Ducks*. New York: Holt, 1993.

Birdseye, Tom, and Debbie Birdseye. *She'll Be Comin' Round the Mountain*. New York: Holiday, 1994.

Raffi. Several titles including *Spider on the Floor, Wheels on the Bus*, and *Down by the Bay*. New York: Crown.

Rounds, Glen. *I Know an Old Lady Who Swallowed a Fly*. New York: Holiday, 1990.

Trapani, Iza. *The Itsy Bitsy Spider*. Boston: Whispering Coyote Press, 1993.

Simple Instructions

Cowling, Tania. *Shake, Tap, and Play a Merry Tune*. Carthage, Ill.: Fearon, 1992.

Palmer, Hap. *Homemade Band*. New York: Crown, 1990.

13. **Flannel/Magnetic Board Sets.** I'm sure every librarian and caregiver wishes they had more flannel or magnetic board sets. With a little advice and suggested resources, families can enjoy making a flannel board set to donate to libraries or centers. You'll find simple patterns in copyright-free books.

Briggs, Diane. *Flannel Board Fun: A Collection of Stories, Songs, and Poems*. Metuchen, N.J.: Scarecrow Press, 1992.

Sierra, Judy. *The Flannel Board Storytelling Book*. New York: H. W. Wilson, 1987.

Sierra, Judy, and Robert Kaminski. *Multicultural Folktales: Stories to Tell Young Children*. Phoenix, Ariz.: Oryx, 1991.

14. **Sign Language.** Families can benefit from learning simple sign language at classes held in the library. (Be sensitive to those attending who are hearing-impaired—they may not be able to hear the instructor and will need a different type of assistance.) For story programs in libraries or daycare settings, teach children the sign or signs for one or two simple words that repeat often in a story or song and have them sign those words with you when you say them. Children will love to teach these signs to other family members.
15. **Stories about Families.** Introduce picture books or stories emphasizing different types of families at library and daycare storyhours. Make sure that

caregivers know about the wide range of books that are available in this area.

16. **Multicultural Literature.** In story programs, use multicultural literature or picture books that depict children from a variety of ethnic groups whenever possible. Have families share with their children folktales from their country of origin. You can provide lists of folktale titles organized by country. Day-care providers should encourage children to act out some of these folk takes through creative dramatics.
17. **Fun Family Folklore.** I've adapted this suggestion from a program by Stephanie Gildone at Conneaut (Ohio) Carnegie Public Library. Ask parents to share a story or bit of family folklore from their past with their child. Have them record the story so their child can share it with other children in the group. If possible, make a booklet with all the children's stories, including a family photo with each one.
18. **Meet My Family.** Have each family create a book by answering a set of questions (e.g., How many people are in your family? What are their names? Do you have any pets? What is a favorite family activity? etc.). They can illustrate their book or paste in family photos.
19. **Family Favorites.** Have each family make a poster of their favorite things: food, movies, TV shows, books, etc. Libraries and centers can create displays with photos or drawings of family members enjoying these favorite things.
20. **Family Calendars.** This is a good project for December. Staple together calendar pages for the next year, leaving the top part of each page blank. (You may want to include the name of a few good books to read during each month.) Have families draw pictures or attach photos of family activities done during each month. They can also mark important dates.
21. **Growing a Family Tree.** Have each child make a family tree. Provide a small flower pot or coffee can for each child, and add soil and a twig, stick, ruler, pencil or other object to hold photos or drawings of each family member. Invite children to share their family tree with other children by telling something about each family member.
22. **"Getting To Know Me."** This idea comes from Jan Smuda at Project LEAP, Cuyahoga County (Ohio) Public Library. Cover and decorate a shoebox. Send it home with a different child each day (or week) with a note asking parents to fill it with pictures or special objects that tell something about the family.

23. **Favorite Food Festival.** Invite families to a special program, and ask them to bring their favorite food, cookie, or healthy treat to share with other families. Encourage them to have their young children help make the food. Make sure they bring copies of recipes to share!
24. **Family Celebrations.** Each family has special holidays they celebrate. Pick any time of the year and ask children to share how their family celebrates their favorite holiday or event. They may wish to bring along a related show-and-tell item or ask a family member to come and share information.
25. **Family/Center Storytimes.** Host an exclusive storytime program for each daycare center at the library, inviting only caregivers and families from that center. The center receives its own special library day, and families from that center are honored guests.

Bringing Families into Focus

By trying one or several of these ideas, you can establish a vital partnership with leaders of the childcare and education community in your area. Through information sharing and collaborative programming, you can enhance the emergent literacy skills of young children when you remember to focus on the family!

Source: Nespeca, Sue McLeaf. *School Library Journal*, May 1996.

Now that you have a solid understanding of the uses of literature to help children attain social competence, you will want to work with parents because they are the children's first teachers. For instance, you may want to make and distribute a simple list of tips for parents, along with a short list of books for parents. Following are some sample tip sheets adapted from the ALSC/ALA (1996) pamphlet that you can copy and distribute to parents at different times:

Born to Read: How to Raise a Reader

Sharing books ...



Helps create a special bond between parents and children

Introduces children to art through the illustrations

Enhances children's listening skills

Introduces children to a wide variety of experiences

Helps prepare children for learning to read

Improves and enriches the quality of children's lives

Provides fun and enjoyment for children and adults

When to share books ...

Begin when your child is born

Set aside a special time each day, such as naptime, bedtime, or after meals

Share books when you and your child are in a relaxed mood

Limit sharing time if your child becomes fussy or restless

Take advantage of waiting times to share books—on trips, at the doctor's office, in line at the grocery store

Soothe a child who is sick or cranky

How to share books ...

Find a comfortable place to sit

Recite or sing rhymes from your favorite books

Turn off other distractions—television, radio, or stereo

Hold the book so your child can see the pages clearly

Involve your child by having her or him point out objects, talk about the pictures, or repeat common words

Read with expression

Vary the pace of your reading—slow or fast

Find other titles by authors and illustrators whom you like

Have your child select books to read

Reread your child's favorite books whenever asked

And remember ...

Be enthusiastic about books

Be an example for your child—let her or him see you read books too

Keep a wide selection of reading materials at home

Be aware of your child's reading interests

Give books as presents

Begin to build a child's home library

Get to know the children's librarian at your local public library

Use your local library regularly and register your child for a library card

Source: Adapted from *Born to Read: How to Raise a Reader* pamphlet from the American Library Association, 1996. (Spanish language version pamphlet, American Library Association, 1998.)

Another good example of tips for parents and early childhood caregivers that can be adapted and distributed is adapted from *Books Aloud!: Experiencing Books and Reading Aloud with The Free Library of Philadelphia* (1995–1997):

How to Select Books for Reading Aloud

- Choose books appropriate for the age of your child.
- Choose only the stories that you like.
- Look for interesting, unusual stories.
- Choose books with large, attractive illustrations; with bright, bold, clear colors; and with appealing format of print, design and composition.
- Start with short books and move to longer stories as the children's attention span increases.
- Use your local library for materials.
- Ask the Children's Librarian for help in selecting books and stories.
- Prepare more stories than you think you will use.
- Remember that nothing but the best is good enough for a child.
- Use a variety of books including fairy tales, folk tales, Mother Goose, wordless books, alphabet and counting books, poetry, and true books.



Many things can conspire against parents as they try to provide children with the attention and stimulation they need to develop. Parents are often stretched for time and resources, and can use all the help they can get.

As I've been saying for years, it does take a village to raise a child. That's why we can all work together to make sure parents have the tools they need to raise their children—whether it is providing information about the importance of reading and talking to children in the early years, strengthening prenatal care, expanding Head Start, or ensuring access to affordable, high-quality child care.

Our children have so much potential to grow and thrive throughout their childhood. Wherever there is patience, love, and commitment, the window of opportunity for raising a healthy, happy and well-adjusted child never closes.

—Hillary Rodham Clinton

Source: "Doing the Best for our Kids," *Newsweek* Special Edition, Spring/Summer 1997.

Family Literacy Programs

We have talked about and described family literacy programming in several parts of this manual. Here we want to focus on the family literacy sessions that are actually a part of parent training rather than on events to be enjoyed through interaction with the children. Some elements of parent training may have a wider scope in family literacy programming, which will make those elements very similar to the parenting programs described earlier.

Incentive is a major component when recruiting and retaining families for family literacy. A great proportion of illiterate persons who want to improve their skills are parents who want to learn to read so that they can read to and with their children and can help the children get ahead in school. Through participating in such programs as library-based family literacy, adults with children in their care find that literacy helps their parenting and that parenting skill provides more and more reasons for those parents to be literate. Library-based family literacy programs tend to be more flexible and more fun than the adult-only, technique-based, and highly structured workbooks common to other programs. Library-based programs affirm that there is no single way to become a reader.

One of the most successful demonstrations of the library-based, children's literature-based family literature programs has been carried on for many years by Dr. Carole Talan. She pioneered the program for the California State Library, and it is now operated with the collaboration of several other state departments, including the Department of Corrections. In San Quentin and other high security institutions, mothers and fathers with limited reading ability learn by reading to and with their children when family visits take place. Tutoring and training take place in individual and group sessions, which are a combination of parenting training and family literacy training. The parents practice with picture books that they and their children can enjoy together. These picture books have proved to be valuable springboards for discussion of values, problems, customs, cultural differences, feelings, and family relationships.

In preparing to practice the role of the child's first teacher and model of learning and of literacy behavior and benefits, the parent or other adult role model must first examine his or her own attitude toward learning, toward school, toward rules, and toward books and reading. If these things are valued by the model, the child is likely to value them. The parent or caregiver must also try to think and talk positively about the child's efforts and chances for success. High expectations by the parent often lead to high performance; and conversely, low expectations can be a self-fulfilling prophecy and can lead to failure. A low sense of self-worth is devastating and destructive baggage for a young child to be saddled with. Adult despair and a sense of hopelessness quickly infect the child, and the attitude of "What's the use" is a quick route to a lack of confidence, an unwillingness to try, and a failure in reading and in most other worthwhile efforts. Positive, as opposed to defeated and negative, thinking by the adult is extremely important. Raised voices and violence likewise are the enemies of good development and growth.

Above all, it is vital that parents or caregivers try to instill in the child that most good things in life require patience and time. We give time to those things we value. Attentive listening by the adult takes time, and parents must try to be a model of this first one of the language skills: attentive listening.

It is important for librarians, Head Start staff members, and other tutors or instructors or leaders in family literacy to listen carefully to the parents' feelings about their child's literacy, to learn why literacy is important to them, and to answer the spoken and unspoken questions about how parents can support the effort. You should encourage discussion and help parents to act positively on suggestions and insights. Parents need to understand that a child's opinions and concerns should be respected and that answering a child's questions is important. During a family literacy session at the library, or even in a classroom site, you should try to show parents how to use a dictionary and a first-rate children's encyclopedia.

Different Books for Different Ages

Birth to 1 year—Sing lullabies and songs:

- Have picture books that are clear, bright, simple.
- Use books with one or two pictures per page so it is easy for baby to focus.
- Use board or plastic books with easy-to-turn pages.

1 to 2 years—Introduce clapping rhymes and knee bounces:

- Have wordless and word list books.
- Present simple “good night” books.
- Study “feely,” scented, and squeaky books.

2 to 3 years—Tell stories that repeat catchy phrases:

- Use sturdy pop-up and pull-tag books.
- Present short stories with few words and many pictures.
- Read stories about everyday events.
- Show ABC, counting, color, and shape books.

3 to 5 years—Introduce nonfiction: dinosaurs, trucks, farm animals:

- Use simple folktales.
- Tell longer stories and show more detailed pictures.
- Let the child choose books of interest to him or her.
- Read stories that can be acted out.

Beginning readers—Include short stories, few words per page, and pictures that match text:

- Read books that interest the child.
- Use real life stories and simple biographies.
- Include joke and riddle books.
- Present simple magazines.

Continue reading to your child after he or she begins to read. Choose books at a somewhat higher reading level than your child’s. Try reading multi-chapter books by reading one chapter every evening.

Continue reading to your child after he or she begins to read. Choose books at a somewhat higher reading level than your child's. Try reading multi-chapter books by reading one chapter every evening.

*Fifty percent of intellectual development occurs
between birth and four years of age.*

—Ruth Bowdoin

Source: *Secrets "Every" Parent Ought to Know but Often Doesn't ...*, Nashville, Tenn.: Webster's International Inc., 1990.

Linking Head Start to Home

Stress in all family literacy programs that having books around at home (1) makes for an environment in which ideas and creativity are always at hand and (2) helps to create readers. This goal is very doable when the Library–Head Start Partnership is established. Once a child comes to know and to like certain authors and illustrators, those people and their creations become a part of the child's life. A book in which children can recognize some of their own characteristics, feelings, and experiences makes them feel that they are truly part of a large human family, as well as their own personal family.

It is very empowering to parents to know that they can have such a major and positive affect on their child's development and future. Such empowerment builds their own expectations of self and the sense of a brighter future for their children.

Everything possible should be done by Head Start staff members and by their library and museum partners to ensure that linkages are built between the Head Start classroom and the home, as well as other community sites. This linkage seems to come about most surely when parents and primary caregivers are warmly welcomed at all times into the Head Start classroom and are involved with their own children and classmates. The Library–Head Start video gives a fine example of how a 4-year-old's volunteer father followed up at home some of the interests his son had developed in the classroom: a craft featuring a sculptured stegosaurus, plus a picture cookbook that the boy took home to his mother. The son and his father watched a video on TV about a dinosaur; then the boy and his mother prepared a nutritious lunch from the cookbook. Seeing his mother reading a Spanish-language magazine of her own, the boy interrupted her to read his book to him—a dinosaur book. Projects initiated at home by a family visit or a vacation trip can go the other direction and can be followed up in the classroom with the addition of some library and museum materials.

Intergenerational Programs

It is helpful and important for the Head Start staff to become familiar with the significant people and events in a child's life—grandparents, siblings, neighbors, and other caregivers and friends. It is also helpful for children to see parents acting upon what they have read and being aware that books change attitudes and opinions. Children need to become aware that habit and routine play a part in emergent literacy. The child notices that mother slips a paperback book or magazine into her tote bag when going for a visit to the clinic or some other place where she will have to wait. The child notices that father brings home a book to study for license requirements. Newly arrived from another country, a grandmother or an uncle talk about the importance of their learning to speak and read the mainstream language of the country, while at the same time sharing books, newspapers, and stories in the home country's language with small children to help them maintain a bilingual, bicultural view of life and their identity.

Programs for parent and child centers can be delightfully intergenerational. Parent and child centers and family resource centers are more and more being found in libraries, and such centers make great sites for family literacy and other types of parenting programs. Again, it is vital to keep in mind the tremendous potential that library programs related to Head Start have for beneficial overflow into the lives of a Head Start child's family. This influence on family life is very much in keeping with the Head Start idea. All types of parenting programs, including those focused on family literacy interactions and tutoring, can help parents and primary caregivers with older as well as younger children.

Tips for Parents and Caregivers (collected from a variety of sources)

These additional tips have been gathered from a variety of sources:

- Your child is never too young to be read to! Start when your child is still an infant.
- Stuff a few books in the diaper bag so that they are handy at all times.
- Remember, even when your children can read, they still need to be read to.
- Once your child knows how to read, encourage him or her to read to others.
- Read more about people, places, and things you see on television.
- Keep plenty of reading materials around the house. Put children's books on low shelves.
- Give books as gifts. Let children know you think books are special.
- Read more about exhibits in museums.

- Read to your child anytime and any place: at the bus stop or while waiting at the doctor's office.
- Read the title and the author's and illustrator's names.
- Point out pictures, shapes, colors, and page numbers.
- Let your child turn the pages.
- Follow the words with your finger.
- "Read" wordless books to your child, and have your child "read" them to you.
- Get involved in your child's school. If you show an interest, your child will know the home-school connection is important and will appreciate your support.

Research shows that children who have been exposed to reading before they begin school are more likely to do well in school.

—U.S. Department of Education

National Governors' Association compiled these figures about students who participated in good preschool programs that involved parents:

31%	Reduction in juvenile correction rates
35%	Greater high school graduation rate
36%	Higher employment levels
45%	Lower adolescent pregnancy rates
90%	Fewer special education placements

Source: Report on Education of the Disadvantaged, 1995.

A recent study showed that the most important predictor of later success in children is the amount of language spoken in the home. The more words and language a child can acquire from the time he is born to the age of three, the more likely that child will be successful in school and adulthood. That's why you are trying to make reading such a part of a child's life from the very beginning. It's not just nice; it's critical.

—Steven L. Herb, Pennsylvania State University

Parenting Events and Programs

In addition to home visits by you when possible, you should consider workshops and programs for parents. These events can be held at your Head Start site, at the library, or at the museum. They need to be offered at times that are convenient for parents to attend, which may be in the evening or on the weekends. There are some advantages to taking the parent workshops outside the Head Start site. One is that meeting room space may be available at the library or museum. Parents will also get the idea that the Head Start program and all it stands for can take place both outside and inside the four walls of a classroom. They will begin to understand that the entire community is there to support them and their children. The change of location gives the librarian and the museum educator an opportunity to promote some of the services they offer in their institutions. For instance, the librarian may talk about other family programs the parents can attend, may introduce other services such as literacy programs, and may distribute information about careers and educational opportunities for parents. Museum educators can discuss “free” days for families, introduce games that can be played in the museum, and demonstrate some lessons that can be learned from the exhibits.

Giving the parents an opportunity to go on a tour and later to find their way around the library and the museum is an added bonus. Often these institutions can be daunting, and a guided tour can be a fine introduction to another community resource. The advance preview for parents allows them to ask questions so they can feel comfortable on a next visit that may be on their own or with their family. Learning to ask questions at the information desks in the library and museum is a giant step forward for many families.

In preparing a parent workshop, you may want to heed the advice of Dr. Carole Talan. She has a list of “F” words that she uses in her family literacy workshops: Free, Fun, Food, Focused, Flexible, and Fast-moving. These same F words can be used in planning any kind of workshop for Head Start families, because they recognize that parents have time constraints, that the topic to be covered should be targeted to one specific point, and that a warm sense of humor can be used to make a serious point. Head Start parents who attend your workshops are already committed to helping their children succeed. We do not want to add a layer of guilt to an already dedicated parent. Remember that it’s not what we say, but how we say it that will make the difference to parents in a successful workshop.

“I Am Your Child” is a national public awareness and engagement campaign to make early childhood development a top priority for our nation. It began in 1997, and we hope it will continue to be recognized because it involves a broad range of experts from the early childhood fields and a number of national organi-

zations that are participating in the campaign. The Families and Work Institute is coordinating the outreach activities for the effort. Free brochures on what parents and caregivers can do to promote young children's healthy development can be found on the I Am Your Child Web site at <www.iamyourchild.org> or by writing to I Am Your Child, 1010 Wisconsin Avenue, NW, Washington, DC 20007. Among the materials available for parents are "Ten Tips for Raising Happier, Healthier Children," which is included at the end of this chapter.

Home and Community Roles for Siblings and Other Family Members

The following research findings are adapted from Parent/Child Interaction and the Pursuit of Literacy (1992):

- Family relations are a better predictor of a child's attitude toward school than socioeconomic status.
- The single, most important factor in parental influence and academic success is the expectation held by parents for the educational attainment of their child. Parental influence on educational aspirations exceeds peer influence by a ratio ranging from 2:1 to 8:1.
- Positive family relations are more likely in the case of achieving than under-achieving children. Communication, understanding, and mutual acceptance among family members are significantly poorer for dropouts than for high school graduates.

Source: Research findings adapted from Parent/Child Interaction and the Pursuit of Literacy, Family Literacy Conference, 1992, Champaign, Ill.

In helping family members understand their roles, you will want to stress the importance of positive and healthy family traits as they relate to the Head Start program. These traits are adapted from *Traits of Healthy Families* by Dolores Curran and include some titles of children's books that support the traits. The following list was adapted from a 1993 conference titled "Promoting Family Strengths Through Children's Literature" at Northern Illinois University:

1. Communicate and listen to one another.
 - Alikì. *Feelings*. Greenwillow Books, 1984.
 - Brown, Margaret Wise. *The Runaway Bunny*. Harper, 1942.
 - Heide, Florence Parry. *The Shrinking of Treehorn*. Holiday House, 1971.
 - Joosse, B. *Mama, Do You Love Me?* Chronicle Books, 1991.

- Kraus, Robert. *Leo the Late Bloomer*. Simon & Schuster Books for Young Readers, 1987.
 - Vigna, Judith. *Daddy's New Baby*. A. Whitman, 1982.
 - Viorst, Judith. *Alexander and the Terrible Horrible No Good Very Bad Day*. 2d Aladdin Books ed. Aladdin Books, 1987.
 - Zolotow, Charlotte. *The Quarreling Book*. HarperTrophy, 1982.
2. Affirm and support one another.
- Brown, Margaret Wise. *The Runaway Bunny*. Harper, 1942.
 - Eastman, Philip D. *Are You My Mother?* Beginner Books, 1993.
 - Polacco, Patricia. *Mrs. Katz and Tush*. Bantam Books, 1992.
 - Spinelli, Eileen. *Thanksgiving at the Tapletons*. Addison-Wesley, 1982.
3. Teach respect for others.
- Waber, Bernard. *Ira Sleeps Over*. Houghton Mifflin, 1972.
 - Leaf, Munro. *The Story of Ferdinand*. Viking Press, 1962.
 - Lobel, Arnold. *Frog and Toad Are Friends*. Harper & Row, 1970.
 - Minarik, Else Holmelund. *Little Bear*. Harper, 1957.
4. Develop a sense of trust.
- Lobel, Arnold. *Frog and Toad Are Friends*. Harper & Row, 1970.
 - Freeman, Don. *Corduroy*. Viking Press, 1968.
 - McPhail, David M. *The Bear's Toothache*. 1st ed. Little, Brown, 1972.
5. Have a sense of play and humor.
- Charlip, Remy. *Mother, Mother I Feel Sick, Send for the Doctor Quick Quick Quick*. Parents Magazine Press, 1966.
 - Keats, Ezra Jack. *The Snowy Day*. Viking Press, 1962.
 - Noble, Trinkia Hakes. (S. Kellogg, illustrator) *The Day Jimmy's Boa Ate the Wash*. Dial, 1980.
 - Weisner, David. *Tuesday*. Clarion Books, 1991.

6. Exhibit a sense of shared responsibility.
 - Flack, M. *The Story About Ping*. Viking Press, 1977.
 - Hoban, Russell. *Bedtime for Frances*. Harper, 1960.
 - Steig, William. *Doctor DecSoto*. Santillana Publishing Co., 1995.
7. Have a strong sense of family in which rituals and traditions abound.
 - Brown, Margaret Wise. *Goodnight Moon*. Harper, 1947.
 - Friedman, I. *How My Parents Learned to Eat*. Houghton Mifflin, 1987.
 - Ringgold, Faith. *Tar Beach*. 1st ed. Crown Publishers, 1991.
 - Rylant, Cynthia. (Stephen Gammel, illustrator). *The Relatives Came*. 1st Aladdin Books ed. Aladdin Books, 1993.
8. Share leisure time.
 - McCloskey, R. *Blueberries for Sal*. Viking Press, 1976.
 - Van Allsburg, Chris. *Jumanji*. Houghton Mifflin, 1981.
 - Wood, Audrey. *The Napping House*. 1st ed. Harcourt Brace Jovanovich, 1984.
9. Admit to needing and seek help with problems.
 - Allard, Harry, and James Marshall. *Miss Nelson Is Missing*. Houghton Mifflin, 1977.
 - Aardema, Verna. *Why Mosquitoes Buzz in People's Ears: A West African Tale*. Dial Press, 1975.
 - Sendak, Maurice. *Where the Wild Things Are*. Harper, 1963.
 - Williams, Vera B. *"More More More" Said the Baby*. 1st ed. Greenwillow Books, 1990.

Fathers Are Important, Too

Fathers have an integral role in helping children develop to their full potential. Programs such as the Responsible Fatherhood Initiative at the University of Medicine and Dentistry of the New Jersey Medical School are geared for young fathers and promote the importance of each father's role in the family. The mission of the initiative is to assist fathers in their ability to meet the financial, social, and emotional demands of fatherhood. The program offers education, employment, and training opportunities for participants and families. These opportunities

include positive parenting, family planning, and relationship and personal counseling; networking, mentoring, and information sharing; and improving parenting skills to strengthen families. The importance of fathers can be seen in the following statistics distributed by the initiative:

- More than 19 million children live without fathers. As of 1994, 24 percent of American women were single heads of households.
- Children growing up fatherless are five times more likely to be poor and two times as likely to drop out of high school. They are significantly more likely to end up in foster homes, group homes, and juvenile justice facilities.
- In 1993, nearly half of all black and Latino men aged 25 to 34 earned so little they could not lift a family of four out of poverty.

In explaining the role of all family members, you must remember to stress that fathers are much more than “breadwinners, gift-givers, or disciplinarians. We must start to view them as having greater Human worth ... and not just as paychecks.” In addition, you must stress that fathers are absolutely essential in the healthy development of their children’s lives.

Children’s books have been used very successfully in teaching parenting skills to fathers, even in prison settings. In 1993, a 2-year project bringing family literacy into San Quentin Prison was undertaken by the creation of the F.A.T.H.E.R.S. (Fathers As Teachers: Helping, Encouraging, Reading, Supporting) program. Established under the California Families for Literacy Program in cooperation with several other agencies, including the State Department of Corrections, F.A.T.H.E.R.S.’ goals are to break the cycle of incarceration and low literacy, to promote conscious and positive role modeling as fathers and father figures, to educate fathers to become their child’s first teachers, to empower children with literacy skills and with self-esteem to negotiate on their own behalf, and to instruct fathers to use children’s books to teach their children and to make a personal connection with them. According to Carole Talan, children’s books were used at San Quentin because they are

- Fun
- Funny
- Entertaining
- Colorful
- Informational (especially for adults who have limited reading skills but need to gain basic information)
- Not contrived

- Sources of universal morals
- Written for all levels of reading ability, from nonreader on up
- Culturally diverse
- Builders of self-esteem
- Providers of enjoyable reading practice
- Bilingual and foreign language oriented

Here are some titles that are used to teach parenting skills in the program at San Quentin:

- Cummings, Pat. *Clean Your Room, Harvey Moon!* 1st Aladdin Books ed. Aladdin Books, 1994.
- Roe, Eileen. *Con Mi Hermano (With My Brother)*. 1st American ed. Bradbury Press, 1991.
- Bunting, Eve. (Ronald Himber, illustrator). *A Day's Work*. Clarion Books, 1994.
- Lindsay, Jeanne Warren. *Do I Have a Daddy?* 1st ed. Morning Glory Press, 1982.
- Wells, Rosemary. *Max's Chocolate Chicken*. 1st ed. Dial Books for Young Readers, 1989.
- Bailey, D. *My Dad*. Annick Press, 1991.
- Baum, Louis. (Paddy Bouma, illustrator). *One More Time*. Morrow, 1986.
- Waddell, Martin. *Owl Babies*. Candlewick Press, 1992.

Role of Caregivers

Caregivers take charge of the Head Start child before and after the child leaves your program. Recognizing that children are with caregivers for a significant part of the child's day will help you as you try to extend the Head Start program outside your classroom. All of the tips you give to parents about child development, books to read, selection of books to continue lessons learned in the Head Start classroom, activities to extend the theme covered in the classroom, etc., can be adapted for the caregiver. In some cases, kits have been developed that caregivers can check out at the library and that are based on Head Start themes. For instance, at the Cuyahoga County Public Library, storytime kits are available to check out. They cover such topics as birds, bugs, gardening, nature, rain and rainbows, seasons (spring or summer), senses, water, and yellow. The kits include books and activity ideas.

Another program titled “Bookstart” was developed by the Chicago Public Library for young children in daycare or school settings. Bookstart kits can be checked out by daycare centers, school programs, and home daycare providers. The kits are available for 1 month and can be reserved by phoning a neighborhood branch of the library. Portable flannel boards are also available in this program. Some kits cover family life, feelings, friendship, nursery rhymes, pets and farm animals, seasons, and transportation.

At the Prince George’s County Library, Nell Colburn, the Children’s Librarian, conducts a program called “Books Alive! Sharing Books with Young Children.” The program is intended for family caregivers—people who provide child care in a home environment. It is offered (1) to convince family caregivers of the importance of making books a part of young children’s daily lives and (2) to present the public library as a valuable and user-friendly community resource. In the program, Ms. Colburn discusses

- The importance of introducing children to books at an early age
- The underlying need for an adult to bring children and books together
- Song books as first books for babies
- Mother Goose books and nursery rhyme collections
- First picture books
- Board books

She adds many more steps as she introduces books for use at every developmental stage of the child from newborn through age 5.

This kind of workshop and others are outlined in *First Steps to Literacy: Library Programs for Parents, Teachers, and Caregivers* (ALA 1990), and will be a benefit for you in working not only with childcare givers, but also with other teachers and parents. The book contains methods for presentation, hints for presentations, dates and times, site and planning, materials, important details, promotion, and evaluation of workshops. There are good examples of evaluation forms that are for participants to fill out after programs and that should prove helpful as you plan other workshops. The book shows excellent lists of books for each of the workshops that were based on themes and on developmental needs.

Check with your local library or museum, which may have kits that are similar to those described above and that can be checked out by caregivers. If no kits have already been developed, the staff members may be able to pull together theme-related materials. Often a caregiver is a grandparent or other member of the child’s family who can use these tips and many others.

Using Library Materials and Services at Home

Librarians across the country realize that it is important to reach out to parents and children and to provide materials and services outside of the library building as well as inside. Because librarians, Head Start teachers, and museum educators share the same children and families, it is important for these professionals to work together to reach this audience. The Head Start program already has the children and families as participants. It is up to librarians and museum staff members to work with Head Start to identify the families and target them for library and museum services.

The Hartford Public Library in Connecticut has established a program titled “Brighter Futures,” which has these objectives:

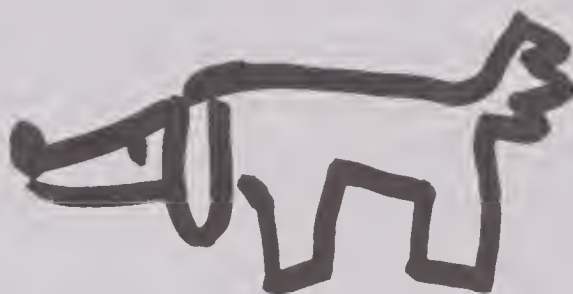
- Create a welcoming and safe environment for parents and children together. Staff members have designated a portion of the Children’s Services department as a family place, which includes special furniture, games and toys for preschoolers, and collections of parenting books and picture books for children.
- Help parents share books and stories in such a way as to provide a bond of communication and understanding, thereby building mutual trust and respect. The library has trained staff members to read and share stories on a one-on-one, impromptu basis and to model behavior for parents and caregivers. Library staff members go to health centers, hospital waiting rooms, and other agencies, such as Head Start, that serve parents and children in order to read and share stories, loan books, and give information about library programs.
- Help parents meet these basic needs of children: the need for physical well-being, to be loved, to belong, to be competent, to know (satisfy curiosity), and to satisfy a longing for beauty and order. The library has trained staff members to model behavior that shows love, caring, and inclusion to children.
- Help parents understand the stages of child development and children’s changing characteristics and abilities. The library has developed parent workshops and training programs about basic needs and child development with groups of parents at the library and in collaboration with agencies serving parents.
- Leverage library resources, especially staff expertise, to increase the effectiveness of child and family service providers with parents in the community. By using trained library staff members to model both technique and behavior, the library demonstrates working with children in book- and reading-related activities on site at agencies serving children and parents.

The main purpose of programs such as Hartford Public Library's Brighter Futures initiative is to work within the community with other agencies to serve children and their parents. This includes service to families at home.

The Arlington Heights Public Library in Illinois has sick children's kits for use with children who are homebound because of illness. The kits include books, easy craft ideas, activity sheets, and perhaps a puzzle. The kits can be theme related or age appropriate. In some cases, the Friends of the Library deliver the kits to homebound children.

At the Provo City Library in Utah, kits are distributed to parents through the Born to Read Program, which is a cooperative effort between the Provo City Library, Provo Parent Education Resource Center, and Provo City/County Health Department. It is designed to reach expectant and new parents about the importance of having a healthy baby who is developmentally ready to learn to read. Kits include information about calming down a fussy baby, books to read to very young children, a paperboard book, information about services provided by the library and the health care provider, a coloring book for very young children, and a yellow card. The card is punched each time the parent attends one of the classes offered by the library, the health department, or the Parent Education Resource Center, or each time the baby receives shots at the Health Department or the doctor's office. When all places on the yellow card are punched, the parent receives a gift. Local businesses have joined in this special effort to reach families of newborns, especially those families most at risk economically. These are undoubtedly the same families that participate in Head Start programs. Find out if your library has a Born to Read project that your families can participate in. For more information, write to the American Library Association, 50 East Huron, Chicago, IL 60611, or call Born to Read at 1-800-545-2433, ext. 1398.

A library card allows children and their families to check out materials for home use. The variety and richness of library collections depends on the particular library near the Head Start families. However, through the use of interlibrary loans, virtually all materials are available through a local library. First you will need to encourage your families to get a library card. Generally, all that is needed is proof of residency within that library's area of service. Some libraries accept letters or bills that are addressed to the individual as proof of residency. Call your local library and get applications for library cards that can be distributed to parents in your Head Start program. A library card can be the best present a parent can give to a child—and it's free.



Follow-Up Activities in Many Settings

Activities that support and extend the Head Start curriculum can be carried out in many places in the community. We have discussed the library, the health-care facility, and prenatal clinics. In addition, programs and activities can be carried out in youth museums. The mission of youth museums is to stimulate curiosity and motivate learning. According to the Association of Youth Museums, museums enrich the lives and education of children by complementing and supplementing efforts in homes, childcare centers and communities. “Youth Museums Affecting the Lives and Education of Young Children” is a position paper developed to define the museum field and explain to other early childhood educators how youth museums can and do play a role in nurturing the development of young children. The following is taken from that paper:

Youth Museums

- Create experiences for young children through exhibits and programs that are based on developmental needs of children.
- Use interactive exhibits to simulate physical environments, as well as informal educational methods to facilitate learning.
- Reach young children by presenting quality objects as tools to motivate learning.
- Provide safe, welcoming environments where children learn through play and inquiry at their own pace.
- Feature learning opportunities for families, schools, groups with special needs, and individual children.
- Encourage and support parents to be active in the growth and education of children and to value self-directed learning.
- Support cross-cultural understanding through programs and exhibits and through bringing people from different cultures together.
- Assist educators of young children with enrichment of curricula through developmentally appropriate activities and educator training.
- Go beyond their own walls to provide programs to children and families in childcare centers, schools, hospitals, social service agencies, and parks and through community initiatives. These programs bring together families and community on behalf of young children.

- Seek to collaborate with other community groups to create and strengthen opportunities for young children to learn.

Because learning takes place in every setting, there is no end to the list of places where activities can take place. Intergenerational learning can happen in senior centers or in churches. Other activities can occur in the park. Nature themes are especially popular for parks. Let your imagination be your guide for where activities should take place.

Everyday Chances to Reinforce Head Start Learning

Some of the most important lessons in the Head Start program can fit into what Dr. Dorothy Rich terms MegaSkills. The ten MegaSkills are as follows:

- Confidence: feeling able to do it
- Motivation: wanting to do it
- Effort: being willing to work hard
- Responsibility: doing what's right
- Initiative: moving into action
- Perseverance: completing what you start
- Caring: showing concern for others
- Teamwork: working with others
- Common sense: using good judgment
- Problem solving: putting what you know and what you can do into action

Even better than defining the MegaSkills that are essential for success in school and in life, Dr. Rich gives excellent activities using everyday events that develop these skills.

*Parents who have helped their children gain a love of reading have
(1) given their children trips to the farthest reaches of the earth
and to the sun and the moon and the stars; (2) opened the
doors to knowing their own heart and the hearts
of others; and (3) given their children maps
for their voyage through life.*

—Dorothy Rich, *MegaSkills*, Houghton Mifflin Company, 1997

Some reading activities outlined in MegaSkills include everyday events such as cooking. For preschoolers, it is suggested that you or the parent read directions for cooking a dish or heating a can of soup. Make a “to do” list for the day with the children. Establish a reading corner in the home by providing children with their own bookshelf and reading light. This corner need not be expensive or elaborate. A bookshelf can be a painted crate or cardboard box. Try to encourage parents to make going to the library a weekly event. Library books can be kept on the child’s bookshelf or special book place.

Math concepts can be seen in everyday events. Have children do the following: (1) set the table and count the settings; (2) measure ingredients and read simple recipes; (3) count the number of stop signs to and from school; or (4) look for numbers at the grocery store, at the Laundromat, at church, and so forth. MegaSkills outlines many activities, and you can think up many more.

Here are five essential truths from Dr. Rich (1997):

1. Children are eager to learn, and their abilities can be built.
2. Parents and caregivers are capable of being great teachers.
3. Every home—every home—is a learning place.
4. Teachers need and want families as partners in children’s education.
5. It helps to have a sense about what to say and what to do ... when those inevitable everyday school problems come home.

Dr. Dorothy Rich, *What Do We Say? What Do We Do?* 1997.

A parent is a child’s first tutor in unraveling the fascinating puzzle of written language. A parent is a child’s one enduring source of faith that somehow, sooner or later, he or she will become a good reader.

—U.S. Department of Education Commission on Reading,
Becoming a Nation of Readers, 1988

Youngsters whose parents are functionally illiterate are twice as likely as their peers to be functionally illiterate.

—National Assessment of Educational Progress Study

Because of this intergenerational effect of the parents' education on the child's, it is unlikely that we will be able to make a major difference for the child unless we place equal priority on education and academic remediation for the parent.

—Berlin and Sum, *Toward a More Perfect Union*, 1988

Another source for activities that can be done in the home is booklets 1, 2, and 3 of *All Parents Teach Ideas*. Parents have submitted ideas that have been used successfully in their families, and those ideas have been published for distribution by All Parents Teach, Education Ventures, Inc., Honeywell Plaza, MN12-5259, Minneapolis, MN 55408-9608. Parents can even call an idea hotline (612-951-2689) and leave their idea. Ideas are selected from those submitted if they

- Are low cost
- Are easy to do and don't take much time
- Appeal to kids and parents
- Can be used over and over
- Are fun

In addition to the ideas, spread throughout the booklet is a listing of 101 ways to praise a child.

Parents Using Libraries for Themselves

As they become accustomed to children's books and the library in connection with their children, parents can become comfortable with using the library for their own purposes. As we demonstrate in the Library-Head Start video, libraries can provide adults with information and referrals to other agencies and to programs that can assist them. Most public libraries maintain updated files with the names of resources that many families need: health services, social services, educational services, jobs, legal assistance, crisis management, housing, and much more. Those resource files generally contain the names of people to see, addresses, phone numbers, and much else. Many libraries, and more all the time, have community information and referral specialists who assist clients in setting up appointments with the right person. Government information is also available. Many libraries now offer the use of computers and computer databases, and even train people to use them.

All of this information is in addition to the library's other roles such as adult learning programs that have literacy prominent among them and its recreational materials such as popular magazines and, of course, books. Popular fiction,

romance fiction, biography, poetry—all of these are ready to make life richer for those who have learned to read for pleasure and relaxation. Most libraries have collections of videotapes, recordings, and audiotapes so library users can choose what they watch and listen to while not being tied to what TV offers them and their children. To become a reader and a library user is, in fact, to have a better command of your world and how you wish to shape it.



EXHIBIT PAGE

The Underlying Assumptions That Guide Work in Family Literacy

These basic assumptions serve as guiding principles:

- All families have strengths.
- Parents can, and should, set goals and make decisions about their lives and the lives of their families.
- Families are culturally and individually diverse. This diversity is healthy and natural, and it enriches the community.
- The family is a system of influence, and the transmission of values happens within it.
- The family unit is the appropriate focus if we aim to influence the attitudes, values, and expectations communicated in the home.
- If families are to thrive, the needs of individual family members must be met.
- Families struggle with multiple problems, concerns, and issues and may require regular support and assistance with these non-educational needs.
- Literacy is an ongoing process; it exists on a continuum.
- Learning and teaching should be relevant and student centered.
- The teaching and learning process is reciprocal for parents and children.
- Change takes time; it is a gradual process.

Source: Adapted from handout by Dr. Carole Talan.





EXHIBIT PAGE

GET 'M AND KEEP 'M

Ideas for Recruitment and Retention of Families

One thing to remember from the beginning is that there *is no single right way* to do recruitment and that what works for some programs, libraries, or communities does not necessarily work for others and vice versa. California had 35 different family literacy programs funded in 1993–1994, and each one found that although they shared many similarities, they also had many differences. The bottom line is to find out what works best for you!

Suggestions for Recruitment into Family Literacy Programs:

1. **Target your audience.** Know whom you want to reach. The more specific you can be, the easier will be your recruitment, that is, low income parents, teen parents, new moms, parents with children of specific ages (California's FFL program targets low-literacy parents with a preschool age child).
2. **Collaborate with other community agencies that serve your target group.** Often these agencies will be low-income daycare providers, elementary schools, social services, a local hospital, a battered women's shelter, Head Start, Even Start, or similar agencies.
3. **Get the buy-in of your library staff members.** For these programs to succeed, the entire library must work together to recruit and support the families and their enriching use of the library.
4. **Give families something that appeals to them.** For most of these target families, books and libraries are not something that "turns them on." Many of these parents never had fun with books or stories and have no reason to believe that their children will enjoy such activities, let alone that children will enjoy the activities themselves. Plan family activities that you know your target audience enjoys. If you don't know what these are—ask them!
5. **Go to where the people are.** Take your first programs into the community to an area where your audience congregates or lives. Begin initial programs at one of those sites. When parents are "hooked on your books" and "stimulated by your stories," bring them into the library at times that are convenient to them.
6. **Involve your target audience in your planning.** Invite some people from your target audience to help you plan your programs. Listen to what they want and to when and where they want it. Too many literacy programs develop materials and programs without ever asking what the learner, client, or patron wants and needs.
7. **Convince the key people in the target audience.** If you can reach and recruit the people with influence (influence brokers) in the target community first, they will be your best recruitment tool. It may take time to win their confidence but it will be well worth any time you spend with these important people.

8. **Do not rely on *print* to recruit.** Because you are trying to reach a population that is not a reading population, print, flyers, posters, and other traditional tools of promoting library programs will seldom work. Use a multimedia approach and rely on personal contacts.

When you do use print, use plain, straightforward English with as few words as possible and with most of the words having only one or two syllables.

Emphasize FREE, FUN, FOOD!

9. **Tutors—if you have them, use them.** Include your tutors in your planning and involve them and their children in your programs. The tutor can be a key element in the success of any family literacy program. However, tutors may not always understand the importance of family literacy themselves and may need to be convinced as well as trained. Involve your tutors in recruiting their learners and their families.
10. **Get the names and addresses of the children, and send invitations directly to each child.**

Suggestions for Retention in Family Literacy Programs:

1. **Make your programs so much fun and so exciting that the children will insist on coming back.** The whole family will fall in love with books, even the older siblings, when wonderful children's books and stories are presented by dedicated and skilled readers and storytellers. Not only will the families come back, but also if the programs are appealing enough, those families will bring their neighbors and other relatives.
2. **Provide culturally diverse materials.** Have your stories and books mirror the experiences of your audience, as well as the experiences of those from other cultures.
3. **Involve your parents in the planning and programming so that they have ownership of the program.** Give parents group support time separate from the children so that the adults can discuss parenting issues of concern to them, but keep these times short and the parents involved. You do not have to teach lessons on parenting skills! Let the parents discuss these issues as they evolve from the stories read. Emphasize the importance of family interaction—the parent as the child's first teacher. Validate the parents' own experiences.
4. **Use incentives.** These are aids both to retention and to recruitment. Give the families something they can take with them and use at home. Among the popular incentives are free books (quality used ones or ones donated by local service groups); craft materials (crayons, paper, scissors, pencils, etc.); ideas for using materials found at home; certificates of achievement or attendance; and prizes donated from local restaurants and merchants. Taking photos of your families working and reading together at your programs and giving those photos to the family to take home is also a good incentive. Make meals a part of your programs whenever possible.

5. **Make sure that your center is a warm, welcoming place.** Many parents may never have been in a library, to an adult school, or to a community college. They will be unsure what to expect or will have unrealistic expectations of how their children should act.

Sell your own staff members on the program and keep them informed. Make sure that they don't view this program as just an additional burden. Sensitize your staff members to the needs of your target audience, and make them aware of this neglected and at-risk group. Integrate family literacy into your regular services.

6. **Train your parents in how to use the public library.** Teach them how to select books for their kids. Use color-coded stickers to make it easier for parents. If you make this parent and child a library user—that family will be around for life, not just for the life of your program.
7. **Do follow up.** If a family who has attended misses, call and find out why. Can you help? Let the family members know that you care and that you missed them.
8. **Make each program as inclusive as possible. Thus, if a family does not return, the members still have a valuable experience to carry away from even just one meeting.**

Emphasize FREE, FUN, FOOD, FOCUSED, FELXIBLE, AND FAST-MOVING.

Literacy service at its best is that which addresses
the whole person—including the family behind the new reader.

Family literacy is the best model of literacy *and* library service working together.

Source: Adapted from Dr. Carole Talan, Family Literacy Specialist, California State Library, January 1995.

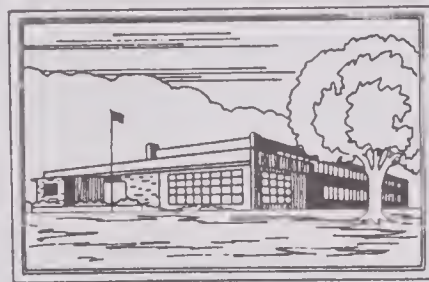


EXHIBIT PAGE

Family Storytimes



The Family Storytime element of the P.A.R.E.N.T.S. Curriculum brings adults and children together to share activities around books and reading. Because many adult learners and their families are not regular library users, Family Storytimes are an introduction to one of the services traditionally provided by local public libraries.

Family Storytimes serve several purposes. First, they provide adult learners who are receiving instruction in the P.A.R.E.N.T.S. Curriculum with “real life” experience involving actual children. Storytimes give adults an opportunity to practice what they are learning and to see child development information in action.

Second, these storytimes expose children to language and learning experiences to which they might otherwise have not access. Adult learners will choose books that they can share easily with their children, but librarians will offer a variety of both easy and difficult books during storytimes. Storytimes may involve puppets and other activities that help make the books come alive for the children. Music, too, is often used by librarians to draw the children into the magic of books and language. These techniques can inspire parents (often at the request of their children) to dramatize their own readings at home.

Third, storytimes may serve as an opportunity for adults to observe children other than their own reacting to books, and these observations can help them to understand their own children better. An initial lack of attention may be typical for certain ages or in certain settings, and adults need to see that all children react in a variety of ways. For example, the coordinator of one of California’s Families for Literacy (FLL) programs always took her own children to the Family Storytimes. The learners in her program could see that even though she was a literacy expert, her children were not perfectly behaved at all times either.

Finally, storytimes introduce the child at a very early age to the public library as a free resource for lifelong learning. Children who become library users at a young age will be comfortable accessing the valuable resources found in the library for the rest of their lives. For programs that are not library-based, storytimes are an excellent opportunity for collaboration with the local library.

If your storytimes are held at locations other than the library, it is strongly recommended that a storytime collection of children’s books be available for learners and their families to use before and after presentations. This collection will reinforce and expand learning and family interactions.

Source: Adapted from P.A.R.E.N.T.S., curriculum by Jane Curtis and Carole Talan, California State Library Foundation, 1997.



EXHIBIT PAGE

Ten Tips for Raising Happier, Healthier Children

What you do in the first 3 years of your baby's life has a direct impact on the adult your child will become. New breakthrough research tells us that the first 3 years of a child's life are more important for emotional and intellectual growth than we ever thought before. Experiences that fill babies' first days, months, and years have a decisive impact on the structure of a child's brain and, in turn, on every aspect of a child's life throughout adulthood.

So remember, when you cuddle, coo, and sing lullabies to your baby, you're not just expressing love; you are providing vital nourishment for his or her healthy development.

Quite simply, *the first years last forever.*

1. **Be warm, loving, and responsive.** When children receive warm, responsive care, they are more likely to feel safe and secure with the adults who take care of them.
2. **Respond to the child's cues and clues.** Recognize and respond to the sounds, movements, and expressions that your child makes. This response will help you build secure attachments.
3. **Talk, sing, and read to your child.** All of these interactions help your child's brain make the connections it needs for growth and later learning.
4. **Establish rituals and routines.** Teach your child to know when it is time for bed by developing routines such as singing a song and pulling the curtains, daily routines and rituals associated with pleasurable feelings are reassuring for children.
5. **Encourage safe exploration and play.** As infants grow, they begin to explore the world beyond their caregivers. Parents should encourage this exploration. While many of us think of learning as simply acquiring facts, children actually learn through playing.
6. **Make television watching selective.** Watch television with your child, and talk about what you are viewing. Don't use TV as a babysitter.
7. **Use discipline as an opportunity to teach.** In addition to consistent and loving adult supervision, teach your child limits. Never hit or shake a child.
8. **Recognize that each child is unique.** Children grow at different rates. Their ideas and feelings about themselves reflect, in large measure, parents' and caregivers' attitude toward them.
9. **Choose quality child care and stay involved.** Frequently visit your child care provider, and seek someone who responds warmly and responsively to your baby's needs.
10. **Take care of yourself.** Parents need care too. When you are exhausted, irritable, depressed, or overwhelmed, you may have a harder time meeting the needs of young children.

The first years last forever.

Source: Adapted from *I Am Your Child*.

List of Children's Books

Aardema, Verna. *Why Mosquitoes Buzz in People's Ears: A West African Tale*. Dial, 1975.

Agell, Charlotte. *Dancing Feet*. Harcourt, 1994.

Aliki. *Feelings*. 1st ed. Greenwillow Books, 1984.

Allard, Harry, and James Marshall. *Miss Nelson Is Missing*. Houghton Mifflin, 1977.

Aylesworth, Jim. *Old Black Fly*. Holt, 1992.

Baum, Louis. *One More Time*. Morrow, 1986.

Beall, Pamela Conn. *Wee Sing* (series). Price Stern Sloan, 1986–1998.

Beck, Ian. *Five Little Ducks*. Holt, 1993.

Birdseye, Tom, and Debbie Birdseye. *She'll Be Comin' Round the Mountain*. Holiday, 1994.

Briggs, Diane. *Flannel Board Fun: A Collection of Stories, Songs, and Poems*. Scarecrow Press, 1992.

Brown, Margaret Wise. *Goodnight Moon*. Harper, 1947.

Brown, Margaret Wise. *The Runaway Bunny*. Harper, 1942.

Bunting, Eve. *A Day's Work*. (Ronald Himler, illustrator). Clarion Books, 1994.

Carlstrom, Nancy White. *Rise and Shine!* HarperCollins, 1993.

Charlip, Remy. *Mother, Mother, I Fell Sick, Send for the Doctor Quick, Quick, Quick*. Parents Magazine Press, 1966.

Cowling, Tania. *Shake, Tap, and Play a Merry Tune*. Fearon, 1992.

Cuarino, Deborah. *Is Your Mama a Llama?* Scholastic, 1989.

Cummings, Pat. *Clean Your Room, Harvey Moon!* 1st Aladdin Books ed. Aladdin Books, 1994.

Daly, Niki. *My Dad: Story and Pictures*. 1st ed. M. K. McElderry Books, 1995. Dial Press, 1975.

Eastman, Philip D. *Eres Tu Mi Mama?* Beginner Books, 1993.

Freeman, Don. *Corduroy*. Viking Press, 1968.



Glazer, Tom. *Eye Winker, Tom Tinker, Chin Chopper*. Doubleday, 1973.

Heide, Florence Parry. *The Shrinking of Treehorn*. Holiday House, 1971.

Hoban, Russell. *Bedtime for Frances*. Harper, 1960.

Hoberman, Mary Ann. *Fathers, Mothers, Sisters, Brothers*. Little, Brown, 1991.

Hopkins, Lee Bennett. *Side by Side*. Simon & Schuster, 1988.

Joosse, B. *Mama, Do You Love Me?* Chronicle Books, 1991.

Jorgensen, Gail. *Crocodile Beat*. Bradbury, 1988.

Keats, Ezra Jack. *The Snowy Day*. Viking Press, 1962.

Kennedy, X. J. *Talking Like the Rain*. Little, Brown, 1992.

King, Bob. *Sitting on the Farm*. Orchard, 1992.

Kraus, Robert. *Leo, the Late Bloomer*. Simon & Schuster Books for Young Readers, 1987.

Leaf, Munro. *El Cuento de Ferdinando*. Viking Press, 1962.

Lindsay, Jeanne Warren. *Do I Have a Daddy?* 1st ed. Morning Glory Press, 1982.

Lobel, Arnold. *Frog and Toad Are Friends*. Harper & Row, 1970.

Loveless, Liz. *1, 2, Buckle My Shoe*. Hyperion, 1993.

Marino, Jane. *Sing Us a Story*. H. W. Wilson, 1994.

Martin, Bill, and John Archambault. *Chicka Chicka Boom Boom*. Simon & Schuster, 1989.

McPhail, David M. *The Bear's Toothache*. 1st ed. Little, Brown, 1972.

Minarik, Else Holmelund. *Little Bear*. Harper, 1957.

Nickola-Lisa, W. *Bein' with You This Way*. Lee & Low, 1994.

Noble, Trinkia Hakes. *The Day Jimmy's Boa Ate the Wash*. Dial Press, 1980.

Oppenheim, Joanne. *You Can't Catch Me!* Houghton, 1986.

Palmer, Hap. *Homemade Band*. Crown, 1990.

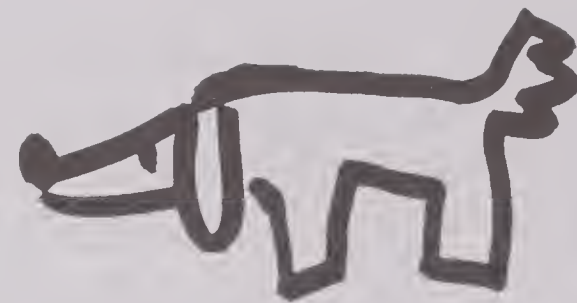
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- Ringgold, Faith. *Tar Beach*. 1st ed. Crown Publishers, 1991.
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- Rounds, Glen. *I Know an Old Lady Who Swallowed a Fly*. Holiday, 1990.
- Rylant, Cynthia. *The Relatives Came*. 1st Aladdin Books ed. Aladdin Books, 1993.
- Sierra, Judy. *The Flannel Board Storytelling Book*. H. W. Wilson, 1987.
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- Steig, William. *Doctor De Soto*. Santillana Publishing Co., 1995.
- Trapani, Iza. *The Itsy Bitsy Spider*. Whispering Coyote Press, 1993.
- Van Allsburg, Chris. *Jumanji*. Houghton Mifflin, 1981.
- Vigna, Judith. *Daddy's New Baby*. A. Whitman, 1982.
- Viorst, Judith. *Alexander and the Terrible, Horrible, No Good, Very Bad Day*. 2d Aladdin Books ed. Aladdin Books, 1987.
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Chapter 5

Training/Education for Parents, Other Caregivers, and Teachers

Parents/Caregiver Workshop

Library-based or library-partnered parenting workshops can, in fact, help families with other aspects of dealing with a preschooler. Such concerns may appear on the surface to have little to do with language and emergent literacy until one realizes how much the preschooler is learning all at once and how much each aspect must seem related to every other learning challenge. Toilet training, discipline, and practical tips about childcare can all be covered in sessions that are primarily concerned with learning and literacy development. Young mothers with several children are often beset with the conflicts of sibling rivalry. Other problems, too, can be addressed and related to books and other materials. Of paramount importance is the basic information about a child's mental development and about the relatively short time in which so much learning is accomplished.

The parent workshop or group meeting can be held in the Head Start space, in the library, or in some other site convenient to the parents. It is essential that a day and time of day be picked that is most convenient for parents or primary caregiver. Transportation and childcare assistance may be required. Serving some good but simple food will make the meeting a social occasion, and many mothers will return another time because they enjoyed the social aspect of sharing experiences with the other mothers. The meeting should have fast-moving content, and the parent should leave feeling empowered—"more on top of things" than when she or he came. An hour for the workshop plus a half hour for socializing and choosing a book will probably be the maximum length. Selecting a period immediately before the time to pick up children from the classroom may work well. Providing handouts and perhaps a small, useful gift to take home will serve as a reminder of the workshop content.

The instructional site or parent resource center should be set up so the participants are fairly surrounded with children's books and with parent resource books. Learners will be exposed to titles this way and encouraged to pick up titles and examine them. Books should be displayed face out. A table will be needed for handouts and for the collection of parenting materials, as well as a VCR and monitor for showing videos. An easel with newsprint pad and magic marker can be very useful.

According to several experts, the maximum number of participants should be 15 if the sessions are to be effective learning experiences for the parents. This size group allows each person to add perspectives and opinions, and it provides time for in-depth discussion and individual problem solving.

Carole Talan emphasizes that having the participants sit in a circle “deepens the level of trust and sharing among learners of varied ages. Confidentiality is important, so be sure to get agreement from everyone first. The ability to see everyone’s face, not just the teacher’s, changes the dynamics of group discussion. However, you may want to wait until some of the lessons are completed before opening the discussion up to participants’ sharing their personal situations and problems with the group.”

Reading Aloud

Reading aloud from children’s picture books should be a part of each parenting session. Each participant can read one page or more if the text is very short. In one-to-one tutoring sessions, the learner and the tutor can take turns, each reading a page or two. Be careful not to correct the reader unless the meaning becomes confused. One-to-one tutoring allows for the learner to absorb information at his or her own pace, to stop, to question, and to discuss whenever desired. Although very valuable for many learners, the one-to-one session does not allow the learner to benefit from the various viewpoints and insights shared in a large or small group discussion. In a group session, remind the participants not to correct each other, and explain that this is the best approach to use with any new reader. Some learners will “pass” if they feel they do not read well enough if at all, and their not participating should be allowed without comment.

Gift Books

In the budget for the parenting workshops, it is very desirable to include money to provide some gift books that can be personally selected by parents for their children. Depending on the number of sessions for each group of parents, these books may already have been ordered and made available for parent selection, or there will be time to special order the choices of each parent. Allowing participants to choose one gift book per session to keep for their child would be very appropriate. Participants in the workshops will be especially interested in criteria for choosing a good book.



Lesson Plans

The P.A.R.E.N.T.S. (Parental Adults Reading, Encouraging, Nurturing, Teaching, and Supporting) curriculum from the splendid guide developed by Jane Curtis with Carole Talan (for use in the California statewide literacy program) has 13 sessions. On the following pages, you will find an outline of all 13, along with the full particulars from Lessons 2 and 4. Most parent education programs will consist of three to six sessions; therefore, much of what is suggested here will have to be condensed or omitted. A page of ideas for parent meetings is also included from *Essentials*, the training manual used for the Child Development Certification Program.

About the Lessons

The P.A.R.E.N.T.S. curriculum was designed to give adult learners the informational context in which to function as effective teachers of the children in their lives. It instructs them on how to use children's picture books as basic tools to do that teaching. Before beginning to use the curriculum guide, you will need to read all the books you have chosen for your collection. It is critical that you are familiar with book topics, as well as language and illustrations, so that you can use the materials effectively or can support your teachers and tutors as they implement lessons.

The instructional component of the P.A.R.E.N.T.S. curriculum has 13 one-hour lessons. They are arranged to follow a child developmentally from birth to 12 years of age and can be taught singly or in pairs (i.e., Lessons 1 and 2, Lessons 3 and 4, etc.), with a break in between.

Lesson 1: *Setting Goals for Our Children* helps learners recognize the kind of adults they want their children to become. The remaining lessons will introduce learners to the tools and information to help reach those goals.

Lesson 2: *What Do Children Need?* introduces learners to the child's point of view and to the scope of the adults' commitment as caregivers.

Lesson 3: *How Children Learn* familiarizes the parent or parent figure with children as students, so that the adult can be an effective teacher.

Lesson 4: *Language Acquisition: Reasons for Rhyme* focuses on the importance of language and literacy, and on how adults can support their development.

Lesson 5: *Images of Mother/Images of Father* demonstrates role modeling and how books can help fashion parental images.

Lesson 6: *Communication: Discipline vs. Punishment* offers the STEP method of negotiating with children rather than dictating to them. Lessons 5 and 6 together are the most intense in the curriculum because they cover extremely sensitive topics.

Lesson 7: *Activities and Games: Parent as Teacher* offers learners an opportunity to practice teaching and playing with children (using role play).

Lesson 8: *Siblings: Love and War/Identify and Compete* focuses on the contradictory feelings siblings have for each other.

Lesson 9: *Parent as Advocate: School and Authority* addresses the changing role that parents and parent figures play as their children enter and progress through school.

Lesson 10: *Peer Groups* takes learners into pre-puberty and the dynamics of peer pressure.

Lesson 11: *Family History* focuses on the changing configuration of the American family.

Lesson 12: *Reading Aloud* directs learners to some specific skills they can help their children develop by reading aloud to them.

Lesson 13: *Graduation* provides closure and feedback on the curriculum's effectiveness.

Lesson 2: What Do Children Need?

1. **Refer to the goals listed in Lesson 1** as the direction in which the curriculum is going. Human babies have the longest dependency period of any animal. Baby whales, dolphins, and primates (apes, chimpanzees) also require a long time before they can care for themselves. These are the most intelligent of all animals. The more intelligent the species, the longer the young are dependent on adults. We have a great responsibility to teach our young.



2. **By age 4, 50 percent of intelligence is formed, with 80 percent by age 8.*** Put this fact on the board or write it in the notebook. Refer to the “windows of opportunity” from the video “Your Child’s Brain.” Talk about the phenomenon of language learning that is completed, except for the expansion of vocabulary, by age 2. Describe how much children expand their abilities from newborn to age 4 in intellectual comprehension, physical competence, and social skills.

Ask the learners to talk about their experiences with children under the age of 4. How does language begin? What things need to happen in the child’s environment to encourage language development?

3. **Define primary, secondary, and social needs.** Primary needs are for survival. Ask learners to tell what these are (food, clothing, shelter, love).

Secondary needs are for growth and development. This list is much bigger and broader and should also be generated by the learners (affection, understanding, guidance, spirituality, language, communication, education, safe and stable environment, books, toys, family, etc.).

Social needs are what humans require from their group. Some adult learners may have had difficulty in meeting those needs (approval, acceptance, belonging, recognition, validation) because their literacy skills are not well developed. Discuss how it feels to be unable to do things (like read well) that others take for granted.

4. **Introduce the importance of the empowerment of children.** It is important for learners to realize that children need to develop skills for handling power in the world. To do this, they must be entrusted with power themselves. Children need to be listened to, understood, and allowed to participate in making decisions that affect them. This may be a difficult concept for some learners to accept. It will be more fully developed in Lesson 6.
5. **Describe the ideal environment in which children’s needs can be met.** Write this description on the board or in the notebook as it is generated by the participants.
6. **Read aloud together *A Mother for Choco*.** If you are doing the lessons in pairs, begin with the person who left off from Lesson 1. Talk about Choco’s need to belong to a family or group with which he or she can identify. Is this a universal human need? Why do they think so?

* Ruth Bowdoin, *Secrets “Every” Parent Ought to Know, but Often Doesn’t ...*, Nashville, Tenn.: Webster’s International, Inc., 1990.

7. **Read aloud together** *Why Do You Love Me?* Use the book to emphasize how much trust children place in their caretakers and how much influence these caretakers have in shaping children's lives. Explain that the power of role modeling exists because children give what they receive. They adhere to the old adage that says they do as you do, not as you say.
8. **Show books** that focus on the security, predictability, and reassurance all children need: *I Promise I'll Find You*, *Owl Babies*, *You're My Nikki*, *Mommy Doesn't Know My Name*, and *Mama, Do You Love Me?*
9. **Check off from the home environment list** all the criteria that reading aloud satisfies. For example, if adult learners (a) list quality time spent with children, (b) people communicating with each other, and (c) an educational environment, these can all be checked off as being addressed by the activity of reading aloud to their children.

Not only is reading together a successful way of spending quality time but also it increases communication and educates simultaneously. Additionally, it provides the opportunity for adults to model that learning and reading are fun.

10. **Demonstrate** how reading aloud from children's picture books will meet many of the needs listed by the learners. Such books are personal, stimulate conversation, increase communication, help develop problem-solving strategies, educate children in basic concepts like counting and colors, and offer an opportunity for quality time between parent and child.

Remind your learners that books are free from their public library and that a children's librarian is available there as a resource for specific titles and topics. As the instructor or trainer, familiarize yourself with the available book collection so you can pick out books that will be particularly engaging for your specific learner or group of learners.

Use books like the pop-ups *The Birthday Cake* or *Road Hog*. Find the hidden objects in books like *I Spy Mystery*, *Andy's Pirate Ship*, or *Look Again! The Second Ultimate Spot-the-Difference Book*. Show counting books like *My First Look at Numbers* or *From 1 to 100*. Demonstrate books that help develop imagination and self-esteem like *I Like Me*, *Koala Lou*, or *All the Magic in the World*.



Lesson 4: Language Acquisition: Reasons for Rhyme

1. **The importance of language.** Discuss with learners why language is important—communication, self-expression, literacy, and information. Without language, an individual’s world is limited. The deaf develop a language of their own (i.e., sign language). To interact with others, we all develop language.
2. **Language acquisition continuum.** Language is not learned all at once; it is acquired over time. Listening, speaking, reading, and writing proceed developmentally.

Our listening vocabulary is much greater than our speaking vocabulary, especially when young. It is good and important to read books to children in which the language is more advanced than what they are able to say. This is one way to build vocabulary. Point out that both listening and reading are receptive, while speaking and writing are active and generative.

For many of us, writing is the most difficult, even more difficult than reading. Writing is one aspect of language that adults continue to develop because it is the most challenging.

3. **What parents can do to promote language development in children.** For each aspect on the continuum, ask learners to respond with specific behaviors.

To develop listening skills, talk to children; read to them (the same book over and over, if they want); name objects; and describe in full sentences what you are doing, what they are doing, and what is going on in the environment.

To develop speaking skills, ask children to tell you about their day, listen to how they feel and what they think, and read to them and ask them to answer questions about the story and the pictures.

To develop reading skills, read to children and with them; listen to them read; ask them to read notes, messages, and signs; and help them with reading homework. Make games of reading signs, billboards, posters, and other items they see in their environment.

To develop writing skills, encourage drawing, scribbling, and copying; write down the words they use to describe the pictures they are drawing; write lists and messages; and ask them to write their names, to leave you notes, and to write letters. Keep a family journal to which both adult and child can contribute.

4. **Learning to read in your first language.** It is difficult to first learn to read a language that one does not hear spoken at home. There are, however, English/Spanish books for Latino children learning to read English as their second language, such as *My First 100 Words in Spanish and English*, *My Day/Mi Dai*, or *Margaret and Margarita*. Bilingual books in other languages are available but not with as much variety as those in Spanish.

Help learners who speak a language other than English in their home to value their first language. Encourage them to help their children read and write in both English and their first language. It is a tremendous asset in the job market to be truly bilingual.

In some families, children may be more proficient at reading English than parents. They can share a book by taking turns, with the parent supplying the native vocabulary while the child reads the English words.

Remind learners that the best learning environment is often one in which both adult and child, teacher and student, are learning together. With this in mind, the parent can develop the respect of the more English-proficient child by valuing the adult's commitment to continue learning. They can also discuss the kind of encouragement and support from teachers and family members each likes to have in order to be successful learners.

5. **Read to learners** *Is Your Mama a Llama?* Allow learners to listen and experience the effects of rhyme before you ask them to understand its importance. Get into the rhythm and expressiveness of the book. Stop in strategic places and allow learners to call out the next word, the "answer." Show how easy it is to be right. We all like to know the right answer, but you should emphasize how important it is for children to have many opportunities to be right in order to build their self-esteem.
6. **The importance of rhyme.** Ask learners to generate a list of why so many books for young children contain rhymes. Be sure to include that rhyme is *predictable*, so it helps build success and thereby increases self-esteem in children.

Rhyme is repetitive, rhythmic, and fun, and it invites *participation*, thereby using the kinesthetic learning channel. Because it is fun and easy to be successful, rhyme helps children remember new words and their meanings, so it is excellent for *memory development*.

Ask learners to recite rhymes remembered from childhood. Take this opportunity to share cross-culturally. Childhood rhymes are usually still remembered because they came in through a window of opportunity (from

video “*Your Child’s Brain*”) when language was first learned and repetition was extremely effective.

7. **Read aloud together** *Goodnight Moon*. Introduce the book as a classic first published in 1947. Demonstrate the many ways to use the book for language development (e.g., point out object names; repeat the “goodnight” phrase while naming other objects; find the mouse in each color picture; or describe changes in the light, the moon, or the clocks).
8. **Show other rhyming books** such as: *The Alphabet Tale*; *Mother Hubbard’s Cupboard*; *Big Owl Little Towel*; *Where’s My Teddy?*; *Ten, Nine, Eight*; *A Fox Got My Sox*; or *Pink, Red, Blue, What Are You?* Read as many as you have time for, encouraging learners to contribute the next word.
9. **Read aloud together** *Leo the Late Bloomer*. Children develop at different rates, and it is important to be supportive and encouraging of children while trusting the process of growth.

Discuss how this book can be used to open a conversation about feeling slow or different. Also discuss how it offers the opportunity to explain figures of speech and common sayings (late bloomer, a watched pot never boils). Other books with a playful approach to language are *The King Who Rained*, *A Little Pigeon Toad*, or *Rib Ticklers*.

Source: Adapted from P.A.R.E.N.T.S., by Jane Curtis and Carole Talan, California State Library, 1996.



Other Lesson Plans

What information did the parent share?

You hold parent meetings

Many larger programs have regular or special parent meetings. These can serve a variety of purposes: to share information, to build parenting skills, and to do specific activities together.

A number of parents have had unpleasant experiences with schools, and they may be reluctant to join in these groups. Some have complications with time, language, travel arrangements, or childcare.

What examples of children's work were shared?

Use your own judgment about whether meetings will be successful with the parents of children in your group. Ask parents to suggest topics or speakers if you think they will be well accepted. These are some ideas that have worked well in other programs. Add to this list any topics you might like to consider for parent meetings:

- discipline
- bedtime
- allergies
- meal planning or nutrition
- gift ideas for children
- children's books
- early reading skills
- sick child care
- getting ready for kindergarten
- TV and movies
- holidays
- budgeting
- family recreation activities
- babysitters
- home play activities

What plans were agreed upon for the future?

You will discuss this experience during your CDA Seminar.

Source: *Essentials*.

Resource Centers

More and more libraries are developing family and child resource centers that are used not only by parents and others concerned with their own child, but also by all of the many types of agencies that serve children and families across the community. One of the outstanding models for this kind of center is found in the Middle Country Library in Suffolk County on Long Island, New York. Such a center contains materials of all types: books, articles, videos, and computerized databases on every imaginable aspect of a child's and a family's well-being such as health, mental health, family relations, legal rights, discipline, normal development, and disabilities. Everything can be found here in one place. So successful has the library been and so complete is its collection that most agencies in the county have given up trying to keep up with the flow of information in this area and have given full support and collaboration to the library's centered effort. As this book is being written, a foundation-funded project is helping libraries in three urban and one rural setting to emulate the center and its constant program of discussions groups, training, and assistance for professional caregivers such as Head Start staff members and parents.

Technical Assistance

As a part of your Library–Head Start Partnership, most libraries, whether they have such a highly developed center or not, can show Head Start staffers how to do a number of useful things such as set up a classroom so that it is “print-rich”; how to repair and maintain the collection of books the Head Start classroom owns itself; how to prepare pictures for use in enlarging, laminating, or other changes; how to organize resource files of pictures or articles for parents and teachers; and how to identify those aspects of the reading-related program that can be effectively performed by volunteer parents and aides. Many libraries are able to provide the Head Start classroom with books or other materials on long-term loan. As we indicate in the video—the script of which is found in the appendix—your library partnership may enable you to buy books for far less than you have been accustomed to paying for them. The library can order those books at discount prices along with its order. An entire workshop session could be built around examining material for a given curricular segment such as how flowers and plants grow or what the building blocks for nutrition are. One of the popular workshops for Head Start staff members is about how to know if a book is a good book and if children will like it, as well as how to match particular books to particular children. Librarians can give workshops to both parents and staff members on creating craft projects, making puppets of various kinds, planning for dramatic play, and more. Children love to make a book themselves, among the many possible craft projects. Planning a listening, reading, and writing corner is one of the first things that the librarian partner can do to assist the Head Start staff.

On the following pages, we have included information from an excellent book by Sue McCleaf Nesbeca titled *Library Programming for Families with Young Children*. The pages were in Figure 7.2, “Sample Topics to Be Included in a Workshop for Early Childhood Educators.”

After those pages of topics, we have included information from the booklet that accompanies our Head Start video, plus four pages from the manual for the Child Development Associates (CDA) Professional Preparation Program called *Essentials*. The latter contains the basic curriculum for people seeking certification from institutions throughout the country that coordinate this training in the CDA Professional Preparation Program. This guide was published in 1991 by the Council for Early Childhood Professional Recognition and was edited by Carol Brunson Phillips. Minor revisions and additions are made from time to time, but the guide is still the official one for CDA training and the portions relating to reading and library use remain the same.

This chapter has explained that libraries can serve Head Start children and their needs in two distinctly different ways: (1) through materials and programs directly addressed to them and through programs directed to the adults who support the learning and emergent literacy of Head Start children.



Sample Topics to Be Included in a Workshop For Early Childhood Educators



- I. Reasons to share literature with young children
 - A. Importance of sharing books and language activities from birth
 - B. Importance of sharing books on a daily basis
 - C. Literacy rates and statistics
 - D. Importance of learning in the early years
 - E. Effects of television and videos
 - F. Caregivers as models and the importance of their reading habits
 - G. Role early childhood educators can play in young children's literacy skills
- II. The how to's of sharing books with young children
 - A. How to pick good books to read that you enjoy
 - B. How to pick books considering young children's developmental stages
 - C. How to use suggested guides or resource books for selecting books and how to use librarians for suggestions
 - D. What to look for when selecting books
 - E. What children are learning when you read to them
 - F. How to determine the importance of picture book art
 - G. What types of books to avoid
 - H. How to read books
 - 1. How to hold books
 - 2. How to read with enthusiasm and use different voices
 - 3. How to talk about books after sharing them

I. What special types of books or materials to share in addition to picture books

1. Board and cloth books for very young children
2. Folk or fairy tales
3. Wordless books
4. Informational books
5. Concept books
6. Audiotapes, musical cassettes, videos, etc.

III. Methods of storytelling

- A. Participation stories
- B. Creative dramatics
- C. Flannel board, magnetic board, and Velcro board
- D. Tell and draw stories
- E. Clothesline stories
- F. String stories
- G. Puppetry
- H. Use of props

IV. Literature extensions

- A. Art extensions
- B. Music extensions
- C. Mother Goose, poetry, rhymes, rap, fingerplays
- D. Science extensions
- E. Math extensions
- F. Cooking extensions
- G. Nature extensions

- V. Areas for setting up a literacy-rich classroom
 - A. Book area
 - B. Creative dramatics area
 - C. Puppet area
 - D. Writing center
 - E. Other areas—music, etc.
- VI. Do's to promote literacy experiences
 - A. Read aloud to children on a daily basis
 - B. Read to children for enjoyment—not to teach them to read or to learn phonics
 - C. Do not use worksheets, ditto sheets, or coloring sheets
 - D. Allow children to ask questions about books you have read
 - E. Talk about the books you have read
 - F. Read different types of stories
 - G. Use wordless books and have children tell the story through the pictures
 - H. Use literature extensions whenever possible
 - I. Have a variety of writing materials
 - J. Have books for children to look at during free times

Source: Adapted from *Library Programming for Families with Young Children: A How-To-Do-It Manual* by Sue McCleaf Nesbeca, 1994.





Using the Video

Suggestions for Using the Video in a Workshop for Staff Awareness and Development

In doing a workshop, you want maximum participation, so it is suggested that there be full discussion after the showing of each segment. Here are possible questions:

SEGMENT I

- If the librarian does not contact you, what can you do to begin to establish the partnership?
- Why is it important for you to visit the library right at the beginning and not just have the librarian come to see you in your classroom?
- Does any Head Start person here have an on-going relationship with the library? How did it start and what happens?
- Any relationship to be successful should be mutually beneficial. What do you think the library and the librarians get out of working with Head Start?
- Why is it important for the library staff members to know as much as possible about the children in your classroom, their families, and the curriculum?

SEGMENT II

- Why do we tell stories in so many ways?
- Why is it important that some of the parent, family, and children events be held in the library and not just in the Head Start classroom?
- In addition to good storytellers, what other kinds of people resources could the librarians help you to find out about?
- Let's talk about the role of books in building resilience, self-esteem, and self-confidence and perspectives in children of Head Start age. What do these things have to do with

developing language and pre-reading skills, including imagination and the willingness to ask questions and to share observations and feelings?

- What are some of the basics you believe are important to making a good presentation?

SEGMENT III

- Why is it so important to expose children to books and other materials of the highest quality? What book do you like best to read or tell from?
- In the video some of the qualities that make a good book were outlined. Which are the ones you would look for first because you believe they are more important than some of the others?
- Have a group of books available. Examine them and talk about them. What would a child or several children in your class enjoy most about one or more of them? How do you believe one of those books might raise a child’s sense of self-esteem or lend a sense of perspective?
- Can you think of ways to use some of the books shown in the video or some of those you have at hand in the workshop in connection with your curriculum?
- What kinds of lists would you like to have to help you select books? How would you like the librarians to help you?
- Can you think of some other kinds of extenders or enhancers (perhaps objects of various kinds) to use with books—either to lead up to them or to help children to remember those books along with something important to the child? What will help children remember the books long after they have been read? What enhancers from the video did you like best?



SEGMENT IV

- What are some of the ways you can help parents learn to reinforce or lead into books? Discuss some ways to talk to children or to take advantage of everyday events that lead to reading.
- What help do you think you could give to parents who would like to read better so that they can model reading for their children and share books with them? How could the librarian help with this?
- Could you do a parent workshop about books and learning that would be different from the one shown in the video? What would you do?
- What are some of the ways that parents or families of your children could benefit from getting to know more about available library services?
- How do you think librarians can be of greater help to those parents in the home-based option and to the Head Start staff members who provide for them?
- What kinds of technical assistance would you most like to have from the librarians?

Source: Adapted from the booklet that accompanies the Library–Head Start video, 1993.



Prompts to Reading Awareness



Child Development Associates Professional Preparation Program

Remember (and remind parents too) that the library is a wonderful resource. Children's librarians are trained in child development as well as literature and other resources. They can provide children and families with a positive introduction to a whole new world of information—through toys, books, audio, and video materials. Libraries are publicly funded and free to everyone!

Games. One often overlooked aspect of culture is children's games. Every culture has its own games. Many games can be made with household objects or common items such as rocks. Some require no props at all, just a willingness to play. Preschool children enjoy games when the rules are tailored to their developmental abilities and the emphasis is on having fun, not on competition. Perhaps a parent or an elderly person in the neighborhood would be delighted to play some favorites with the children.

Vehicles. Most young children are very interested in various modes of transportation and construction. Select vehicles and tools from several cultures and time periods: sleds, boats, wagons, trains, rockets, shovels, and road graders.

If you are not sure where to locate books and other materials or to find some resource people to assist you, remember to check with your local library. A librarian's job is to keep records of various community resources as well as to collect and arrange many print and nonprint materials.

What kinds of objects can you add to provide a better balance of multicultural experiences for young children?

Share your ideas with your Field Advisor and the other CDA candidates in your seminar.

Music. Music from many cultures is marvelous for developing an appreciation for different types of instruments, rhythms, expressions, themes, and languages.

While recordings are useful, it is hard for children to visualize who is playing the music and what the instruments look like. Try to obtain real instruments, such as drums, different types of bells, stringed instruments, or shakers, from several cultures.

Print. Provide children with good models of print. Print neatly yourself. Use capital letters for the first letters of names and lowercase letters when they are appropriate. As you write, and if the child seems interested, talk about the sounds some of the letters make. Make your own writing accurate—check your spellings if you are unsure.

Encourage children to use *invented spelling*—children write down the letters they hear in the word. You'll be amazed how easy it is to read, and rest assured that they will learn to spell properly when they are older. Just enjoy what the children write. As their muscles and minds mature, they will be able to write in ways that are more legible. For now, you want to keep children's interest and self-confidence at a peak.

Fill children's lives with print. When children are surrounded by language and print, they see how it is used and it begins to become familiar. You don't expect young children to learn to read, but you do expect them to feel comfortable with words—ideas and feelings—both spoken and written, in one or more languages.

One important factor in nurturing eager readers is for them to see others reading. Encourage parents to read to their children and to read to themselves for pleasure. Let children see them reading books, magazines, cereal boxes, recipes, instruction manuals, grocery lists, and coupons.

Print should be a real, everyday feature in your program, not just ABC letters on children's plates or sneakers! Instead, look for real uses of print:

- Labels on boxes and cans
- Directions for how to put something together
- A chart or simple schedule
- Play the piano or autoharp with music in front of you
- Use the telephone book or the parent list to look up a number
- Make a list of children who want to use an activity area that is temporarily full
- Write a grocery or other list of supplies you need
- Write children's names on their artwork.

You can help children see how print is used in everything they do.

Remember to expose children to print in various languages. Empty food containers with labels in different languages can be one way. Books, magazines, and newspapers are another. When you label things—artwork, areas of the room, or materials—use two languages with a different color for each. The children will eventually ask questions and begin to see how words are written in different languages.

Take a look at the kinds of print that children encounter every day in your program. Make a list of the opportunities you see.

Can you think of new materials or activities to add? List some ideas here.

Keep the activities appropriate. You may have noticed that we haven't used the terms *reading readiness* or *pre-reading skills*. Why? Because reading is not something children do all of a sudden. There is no magical moment when they are "ready" to read or write.

All *real* experiences contribute to children's speaking, reading, and writing skills because children build a foundation of things to talk, read, and write about. Children learn about language and reading *gradually*. (Recently, the term "emergent literacy" has been used.)

Therefore, early childhood professionals describe everything we have just talked about as *children's early reading skills*. You are not teaching children to read. You are giving them the foundation of experiences—and the inspiration—to *want* to learn to read.

We have failed to mention items such as the following:

- Alphabet blocks
- Rubber stamp letters

- Magnetic letters
- Charts of letters
- Alphabet lotto games
- The ABC song
- Other so-called readiness materials and activities

Why did we neglect such things? Because they make sense only after children have had lots of experiences with real things and with words in the context of the things they do every day. You may want to include just a few of these items for more mature preschoolers, but none are necessary for children to be well prepared for later reading or for writing.

Infants, toddlers, and young preschool children benefit even less from such abstract materials, so think carefully before purchasing such items.

We hope that by now it is also clear that we think the activities listed below are unnecessary and inappropriate for young children:

- Flashcards
- Worksheets
- Workbooks
- Phonics lessons
- Drills

These things won't help children reach any of our long-term goals and, in fact, *can easily turn children off, rather than on, to reading*. Don't take the risk! Make reading really fun and useful.

Parents may ask you about teaching their child to read or may even pressure you to begin teaching formal phonics. Be prepared to respond with a professional answer about the values of a print-rich environment. Parents can best help their children learn to read by providing listening and word experiences. Singing, talking, reciting rhymes, and reading aloud provide the foundation a child needs to learn to read when he or she is ready.

Think about these points. Does your program share this view? Discuss this issue with the other staff members in your classroom. If they have a different view of reading readiness, describe some developmentally appropriate ways you are

learning to invite children to become readers. Tell your advisor about your progress!

Let's now see how children's music and art can be used to build even further upon their ability to communicate.

Children enjoy the sound of music.

Spontaneous. Talking with children is best when it is a spontaneous and a natural part of the day. And so is music. Don't wait until 10:15 on Wednesday to sing "The Itsy Bitsy Spider." If it's raining, sing! If a child brings in some new maracas sent by a relative in Mexico, don't put off playing them until music time. Or if a child brings in a Michael Jackson record, put it on and dance!

What is the best part about music with young children? They love it. And they couldn't care less whether you can carry a tune, play an instrument, read music, or even keep on time with the beat. Just enjoy yourselves.

Sing and sing and sing. Sing a lullaby to babies as they fall asleep. When something great happens—a child has just become a new sister or brother—break out in a joyous version of "If You're Happy...." When you have spaghetti for lunch, start or finish with "On Top of Spaghetti."

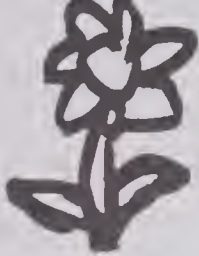
Don't be shy! Stand up, move around, and sing!

Source: *Essentials*.

Evaluation: Two Models

Head Start has many ways of evaluating its program and the program's effectiveness. What we are proposing in this section on evaluation is guidelines for evaluating cooperative and collaborative projects such as the Library–Museum–Head Start Partnership. In fact, the examples we are using are based on the presentations at the workshops we conducted across the country for this partnership project.





Keith Curry Lance, Colorado State Library researcher, outlines the evaluation process through “Tell It! Like It Is.” This basic introduction to evaluation is captured in the following:

Talk about the vision.

- Brainstorm with stakeholder groups.
- Complete sentences such as “A good cooperative program involving Head Start programs, libraries, and museums will ...”
- Set priorities among multiple visions.

Explore alternatives and design the approach.

- List alternative approaches.
- Consider what worked before and why.
- Weigh tradeoffs.
- Identify barriers.
- Set priorities among alternative approaches.
- Think of criteria that different stakeholders might use to evaluate them.

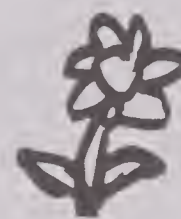
Learn from what’s happening.

- Schedule times to assess progress.
- Collect appropriate data.
- Listen to what it’s telling you.
- Talk about it with those who can best tell you what’s happening.
- Embrace change, if needed.
- “Cheerlead” those on the front lines, as needed.

Let people know what happened.

- What will be evidence of work toward the vision?
- Collect such evidence.
- List those who need to learn what happened.
- Think about how to inform stakeholders (newsletter, report, meetings, e-mail).

Integrate results with ongoing services.



- Plan to integrate, if successful.
- Identify who needs to be involved to make this occur.
- Decide where and how the project fits with ongoing services.
- Raise awareness internally and externally.
- Rotate regular and project staff members.
- “Weed” unneeded projects or services.
- Add to goals, plan, budget.

Think about how it all worked.

- Reflect on what success means.
- List things to remember for next project.
- Decide if you will do it differently on an ongoing basis.
- Review materials used.
- Identify future projects that branch off from this one.

Dr. Lance also outlines methods for collecting data. He suggests that you use available data, surveys such as questionnaires and interviews, focus groups, observations, and narrative analysis. A fuller explanation of the points outlined above are found in *Tell It! Like It Is*, a book available from the American Library Association, 50 E. Huron, Chicago, IL 60611.

At another Library–Museum–Head Start Partnership Workshop, Dr. Richard A. Chase of the Wilder Research Center in Minnesota outlined his remarks by giving a dozen pointers and challenges about evaluation and collaboration. The following is based on his presentation:

1. There are two main reasons to evaluate. Evaluation should be useful for improving processes (decision making, service delivery, outreach, collaboration) and for providing evidence of results (for supporting claims about effectiveness, for future support). Evaluation should facilitate your process and flow out of what you are doing.
2. Being good people who do good work and having a strong mission are not enough. Are you making a difference in the lives of people? That’s the stuff of evaluation.

3. Evaluation and common sense are not mutually exclusive. Some people make evaluation more complicated than it has to be. Keep it simple. If the evaluation does not make sense to you, that's a clue that you may have the wrong evaluator. Get another one.
4. Evaluation should be inclusive and participatory. Evaluation cannot be done without your help and your doing part of it.
5. Find practical sources of information. Start with existing information, program records, or meeting minutes. Make them more structured and standard to serve two purposes. Use other people's data (the library can conduct a search of existing data that may be relevant).
6. Seek the highest level of evidence for your level and intensity of intervention. Articulate your goals at your level of intervention. For instance, plan an art and story day for Head Start kids who do not have grandparents but who have been matched with a volunteer grandparent. The kids and surrogate grandparents will meet every other Saturday for a year at either the library or the museum. They will have art and stories at both places.
 - What can you realistically evaluate?
 - How many kids show up? How many like it?
 - How many parents like it because they get the morning off?
 - Can you realistically improve appreciation for art and stories and intergenerational relationships (attitudes)?
 - Can you improve reading levels (skills)?
 - Can you increase the number of times the kids and their parents go to the library and museum on their own when the program isn't the reason (behaviors)?

These changes in attitudes, skills, and behavior would be just for those who used the library and museum program. However, these goals are measurable.

7. For coalition-building and collaboration, the number one advice is to give it time. Collaboration is hard. In fact, it adds work at first. Give it time. Trust and relationships do not come automatically, and they don't spring up fully developed. There is process involved in collaboration and the sharing of the credit.

8. Collaboration is not the goal; it's the means to your goals. The place to look for signs of reaching the goal of improved family literacy is with the families and children you are trying to reach.
9. A challenge of collaboration is transferring to clients or families the knowledge and power gained through collaboration. Empowering staff professionals is a step toward this challenge.
10. Leadership is necessary in coalition-building. Coalition requires shared commitment, strong shared mission, teamwork, trust, and strong effective leadership.
11. External communication is important so you can keep the outside world informed about what you are doing. Without external communication you will lose perspective, lose allies, and lose your basis for ongoing support.
12. Retention without burnout is important so that small numbers of people do not end up doing all the work. Having people who burn out will lead to turnover and lack of continuity. You will have to start all over again. Practice universal participation and mutual accountability for results. Keeping everyone involved is the key to successful collaboration.

Parents should be involved in the evaluation of the Library–Museum Partnership project, just as they are in all of the Head Start program. The following example of a Family Literacy Parent Survey from Dr. Carole Talan's *Family Literacy: A Start-Up Manual and Guide* can be adapted for use with your parents.



Family Literacy Parent Survey (pre and post)



Date _____

Learner's Name _____ Tutor's Name _____

Child's Age _____

	Regularly	Sometimes (Check one circle)	Never
1. Do you look at books or magazines with your child?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Do you read aloud to your child?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Do you enjoy reading to your child?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. How long will a book hold your child's attention?			
• Less than 5 minutes?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• 5–10 minutes?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• 15 minutes or more?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Do you have a regular reading time?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Does your child ask you to read to him or her?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Can your child tell you the story after you have read to him or her?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Does your child look at books by herself or himself?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Do you buy new or used books for your child?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Do you have art supplies for your child at home? (paper, scissors, crayons, chalk)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Do you sing or recite rhymes to your child?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Do you play games with your child?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Do you set an example by showing your child that you read and write every day?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Do you go to the library with your child?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



IF YOU HAVE A CHILD IN SCHOOL, PLEASE COMPLETE THE FOLLOWING:

Grade in school _____

	Regularly	Sometimes (Check one circle)	Never
15. Do you go to parent’s meetings or other school activities?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Do you write notes to or call your child’s teacher?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Do you volunteer at your child’s school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Do you help your child with homework?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Do you provide a place, special time, and materials for your child to do homework?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Does your child use the library?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Source: Adapted from Contra Costa County Library’s Families for Literacy Program Parent Survey.



Children Learn What They Live



By Dorothy Law Nolte

If a child lives with criticism,

He learns to condemn.

If a child lives with hostility,

He learns to fight.

If a child lives with ridicule,

He learns to be shy.

If a child lives with shame,

He learns to feel guilty.

If a child lives with tolerance,

He learns to be patient.

If a child lives with encouragement,

He learns confidence.

If a child lives with praise,

He learns justice.

If a child lives with security,

He learns to have faith.

If a child lives with approval,

He learns to like himself.

If a child lives with acceptance and friendship,

He learns to find love in the world.



Chapter 6

Community Collaboration and Resources



First Steps in Collaboration

As Dr. Richard Chase outlined in the previous chapter, collaborative efforts like the Library–Museum–Head Start Partnership project take extra work at the beginning. And that means that you have not only your job to perform, but also the added work of establishing a collaboration. Why then would you take on the collaborative project? One very important reason is that you need help in extending the Head Start program into the home and the community so that lessons learned in your classroom can be integrated into the life of your Head Start children beyond the classroom door. The lessons learned in your classroom are not only skills that ensure success in school but also skills that are necessary for success in life.

Recently, “Kids Can’t Wait: A Summit on Library Services for Children” was held in Flint, Michigan, and covered guidelines for team planning. You may want to ask yourself some of the questions the participants were asked.

How are we doing?

- How well are we connected with other agencies that offer services to children in our community?
- How could relationships with other agencies help me improve outcomes for the children and the families we serve?

How can we improve interagency relationships?

- Do the agencies serving children and families in our community have a common vision of what they are trying to accomplish?
- Do we have close working relationships with other agencies that deliver services to children and their families?
- How can I improve relationships with other service providers?

If you take stock of your position in the community by answering those questions on behalf of Head Start and of the children and families in the program, you

will begin to see why a collaboration among Head Start, libraries, and museums will benefit those most in need—the children and their families. You may want to take the lead in developing the partnership with libraries and museums. Invite staff members from both to a meeting to discuss possibilities for collaboration. You may want to think about the following guidelines for new partners.

- Involve all key players.
- Establish a shared vision.
- Choose a realistic strategy.
- Agree to disagree in the process.
- Make promises you can keep.
- Keep your eye on the prize.
- Build ownership at all levels.
- Avoid red herrings.
- Institutionalize change.
- Publicize your success.

These guidelines were distributed to participants at the Kids Can't Wait Summit. Other essential elements for making a partnership work were discussed by Bev Propes, Executive Director, Community University Partnership, University of Minnesota. The essential elements include these:

- Communication
- Cooperation
- Coordination
- Authority and accountability
- Resources



Collaboration Planning

Besides these essentials, you can concentrate on implementing your plan by following these recommended steps:

- Decide the content and format of your program.
- Develop a timeline.
- Establish who will be responsible for expenses.
- Designate who will conduct the program.
- Determine the staff involvement.
- Resolve the need for volunteers and the training required.
- Plan publicity and its implementation.
- Develop an evaluation of the partnership program.

During one of the Library–Museum–Head Start Partnership workshops held around the country, Gwen Chance, Director of Texas Head Start State Collaboration, gave the following elements of a successful collaboration process:

- Mutual respect for skills and knowledge
- Professional appearance and etiquette
- Honest and clear communication
- Understanding of each other's roles, responsibilities, and mandates
- Shared planning and decision making
- Open and two-way sharing of information
- Accessibility, accountability, and responsiveness of responsible parties
- Joint evaluation of progress
- Absence of labeling and blaming in the face of problems
- Ability to negotiate through presenting problems and compromise
- Mutual focus on the common goal
- Ongoing commitment to the collaboration process

The Texas Head Start Collaboration Project explains that collaboration is the process by which agencies formally commit themselves on a long-term basis to work together to accomplish a common mission. Collaboration brings previously separate organizations into a new working structure that requires joint comprehensive planning, implementation, and assessment. This structure necessitates a sharing of resources, power, and authority. It also requires organizations to blend their strengths as well as negotiate their differences with an underlying attitude of trust. The goal of collaboration is the provision of comprehensive services for families that will improve family outcomes.

The *Community Collaborations for Family Literacy* by S. Quezada and R. Nickse spells out indicators for successful participation in collaborative efforts. They include the following:

- Developed new tools for interagency planning
- Promoted better or more effective ways to serve a shared target population
- Reduced isolation
- Developed a local network of service providers
- Provided new materials and resources
- Changed conception of services from an individual to a family focus
- Provided confirmation to librarians and museum educators about the importance of their role in service to children and their families
- Developed outreach strategies
- Provided opportunities to share information about services

We have already discussed that collaborations take time. In addition, other barriers may need to be reviewed and discussed so that they do not stand in the way of your success. Here are some barriers:

- Lack of support or approval from direct line supervisors or administration
- Turf issues related to funding and missions
- Lack of resources
- Lack of technical assistance

The key to overcoming negative effects on the establishment of a good collaboration is to recognize that these items can be barriers and to discuss them up front with all of the involved players.

According to the Colorado Head Start State Collaboration Project, the four Cs of collaboration are

- Common vision
- Commitment
- Clear communication
- Collective strength

Benefits of Collaboration

A long-term study by the Perry Preschool Project in Michigan showed that quality early childhood education programs can do the following:

- Reduce the need for special education services in schools.
- Decrease the number of children who repeat a grade.
- Increase the chance of graduation from high school.
- Decrease involvement with the criminal justice system.

Memorandum of Agreement

One of the major barriers in a collaborative project is a clear understanding of the roles and responsibilities of participating agencies. This barrier can easily be overcome by drafting a memorandum of agreement. The draft by the key players should be agreed to and signed by the administration of the involved agencies, which in this case would be Head Start, the library, and the museum. Rather than reinventing the wheel, later in this chapter we will give examples of an agreement that can serve as a model for you and of agreements that have been actually developed and used in successful Library–Museum–Head Start Partnership projects.

Each location is unique even though there are many commonalties among like agencies. Therefore, you and your new partners will want to draft your own agreement. Gwen Chance, Director of the Texas State Head Start Collaboration, states that a win-win interagency agreement clarifies, formalizes, and spells out agency relationships in order to avoid misunderstandings among agencies. She further states that an outcome of the collaboration process should be the estab-

lishment of an on-going relationship between agencies that allows for the provision of comprehensive services for children and their families. According to Ms. Chance, agreements should contain the following:

- Name of agencies and organizations involved
- Brief, separate mission statements of organizations signing agreement
- Purpose of agreement
- Definition of terms pertinent to the agreement, if needed
- Roles and responsibilities of each agency partner
- Statement of fiscal responsibilities
- Mechanisms for evaluation agreement
- Procedures for each activity that was committed to
- Dates
- Signatures

We thank the various partnerships for their willingness to share copies of their agreements with our readers.

Publicity and Promotion

Do not keep this exciting partnership a secret. Nothing succeeds like success, and you need to tell your community about the Library–Museum–Head Start Partnership project. Often when businesses and other community agencies and organizations hear about a cooperative project, they want to join. They may even want to volunteer to help in the Head Start classroom, the library, or the museum.

Here are a few suggestions for promoting the partnership that are adapted from the *Born to Read Planning Manual* (ALA, 1996), which is based on the successful partnership between librarians and health care professionals who serve at-risk families.

Define your target audience. (Whom would you like to reach with the information?)

Choose the best way to communicate.

- Use personal interaction, such as public speaking or telephone contact.
- Print written materials, such as fliers or information brochures.

- Use the broadcast medium, such as interview programs or public service announcements.
- Advertise through displays, such as print ads or banners.
- Create graphics, such as posters, buttons, bookmarks, or displays.

Develop a fact sheet with basic information about the partnership.

- Include startling facts about your service area.
- Give a clear outline of the program format.
- Include a contact person or persons plus a local phone number for further information.
- Develop a promotion calendar.
- Learn about your local deadlines.
- Use a checklist to remind you of dates and elements of the promotion.
- Develop a press release for the kickoff.
- Develop a press release as the program progresses, using pictures and quotes from children and families involved in the program (with permission, of course).

Sources for Funding

Head Start has money set aside for establishing cooperative projects like this because such projects support Head Start's policy of providing family literacy. There are also small sums of money for transportation, training, materials, and other aspects of a partnership. However, you may want to seek private funding for special projects within the program. As you approach funding prospects, you should consider these steps that are based on remarks given in 1994 by George V. Grune, chairman of the DeWitt Wallace–Reader's Digest Fund and Lila Wallace–Reader's Digest Fund.

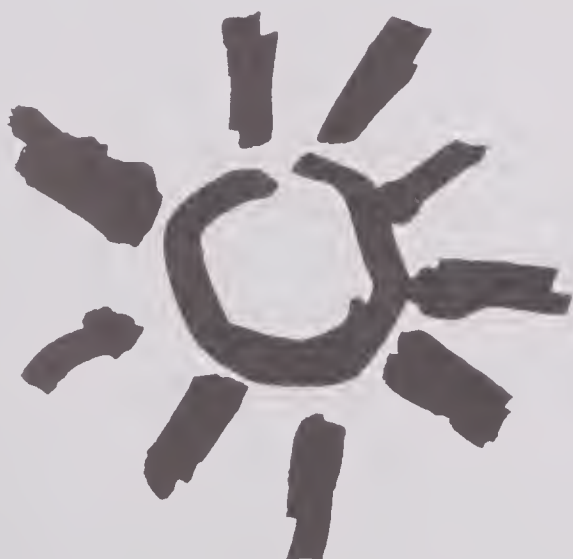
1. Do your homework. Take time to learn everything you can about a funder. Suppliers of funds are looking for programs, projects, and organizations that advance their mission rather than funding what used to be called "good works." They want to use their money to bring about long-term benefits.

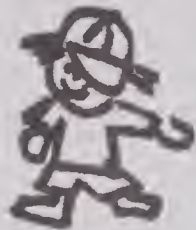
2. Play by the rules. Follow the foundation's application guidelines, and do what is asked. Know exactly how an organization likes to be approached. If the fund guidelines specify a two-page letter, do not send a 50-page proposal.
3. Communicate clearly. That means clearly defining the goals for the project, the strategies for implementation, and the benchmarks for measuring success. Do not make unrealistic promises, because today's sophisticated fund providers are practical and realistic.
4. Deliver on your promises. If you are fortunate enough to get a grant, there is nothing more important for your future relationship with that fund than doing what you said you planned to do with the money. All funds expect information that is clear, concise, candid, and delivered on time.

Funders want their grantees to succeed. When we hear about problems, we can work together on solutions.

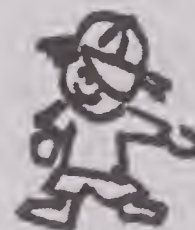
—George V. Grune, chair of the DeWitt Wallace–Reader's Digest Fund
and Lila Wallace–Reader's Digest Fund

One additional thought from experience: don't expect that all contributions must be large ones or from foundations or businesses. Many partnerships have received support from interested individuals such as the pediatrician in Texas who paid museum entrance fees for children and Head Start families for a year's worth of visits.





Potential Audiences for the Video Using It as a Program with Groups



This video is targeted primarily to Head Start staff members and is intended to assist them in building an effective partnership with librarians who serve young children. The secondary audience is the librarians themselves, so that they realize what raised expectations Head Start staff members may have of them. However, the video can be used to raise awareness (1) of the Head Start program and (2) of library programs and the value of forming their partnerships with many other audiences. Among those audiences are potential volunteers, potential funding sources, personnel of other early childhood and family-serving agencies.

Here are some groups to whom you might offer to show this video as an hour-long program (including time for discussion):

- Friends of the library and trustees of the library
- Adult learners and potential learners
- Daycare providers and childcare or youth services coordinating councils
- Elementary school teachers and members of PTA
- Library school classes and staff development sessions for librarians
- City councils and boards of supervisors
- Mayors and other local and state-elected officials
- Staff and administration of local social service agencies
- Staff of city and county health departments
- Members of service clubs and organizations, such as Rotary, Soroptomist, Kiwanis, and AARP units

Because public libraries throughout the country have suffered severe budget and staff cuts, you might, if appropriate, make a plea for funds to assist librarians in taking on this addi-

tional major task of supporting Head Start programs. Those librarians have an important role in developing learners and promoting literacy. Be sure they understand that all the people in the video are really doing what they do and speaking without a script. Only the narration was scripted. If time is too short to show the entire video, Segments I and IV work well together. Segment IV emphasizes the importance of parent involvement as the children's first and primary teacher. These two give you 17 minutes of film, so the segments could, with brief discussion, fit into a half-hour time slot. You can "fast forward" the tape through Segments II and III.

Introduce a program to your audience by talking briefly about why kids need libraries and what libraries can do to help meet the growing need for the following: lifelong learning patterns, higher-level thinking skills, job and career flexibility, and opportunities to relearn along the life span. Mention also that we know from much research that high-level literacy is usually based on exposure to books and to reading enjoyment in very early childhood. Above all, such literacy is based on exposure to parents and other significant adults who are observed reading and being very involved in it.

If time permits, encourage discussion among members of the audience. After they view how the library along with the Head Start program intervenes in the lives of low-income families, the audience will understand how such programs might lay a foundation of prevention for these educational and social dysfunctions of children as they grow older: illiteracy, dropping out, teen pregnancy, despair and depression, addiction, criminal behavior, and other problems.

Ask audience members how they, as individuals or as a group, can see themselves getting involved and helping with the Library-Head Start Partnership. Ask if there are people in the audience who would like to help. Ask what other groups they think should see the video.

Source: Adapted from the booklet that accompanies the Library-Head Start video, 1993.



SAMPLE



Memorandum of Agreement

This agreement is between the Heavenly Valley Head Start Center (Head Start) and the Heavenly Valley Public Library (Library) regarding special programs and related materials and services to be provided by the Library for the benefit of Head Start children, parents, and teachers.

ADMINISTRATION

The Library hereby designates _____, a member of its staff, as its liaison to Head Start for purposes of administering this agreement.

Head Start hereby designates _____, a member of its staff, as its liaison to the Library for purposes of administering this agreement.

Any change, amendment to, or other variation from this agreement shall be in writing and duly signed by authorized representatives of the parties.

Any dispute arising between the parties during the course of the agreement, if it cannot be resolved informally, shall be decided by arbitration. Each party shall appoint an arbitrator who together shall select a third arbitrator to serve on an arbitration panel. The dispute shall be resolved by the panel under the rules of the American Arbitration Association, with a majority of two votes necessary for resolution.

This agreement may be cancelled by either party upon _____ days written notice to the other party.

TERM OF AGREEMENT

The term of this agreement is from October 1, 1993, to September 30, 1994.

LIBRARY SERVICES AND MATERIALS

The library shall, at reasonable times to be agreed upon by the parties:

1. Provide four (4) literacy focused programs, each lasting approximately _____ hours for children at Head Start's site.
(Attachment A, incorporated herein by reference, is a description of the programs.)

2. Provide one (1) literacy/library focused program for Head Start parents at Head Start's site lasting approximately _____ hours.
(Attachment B, incorporated herein by reference, is a description of the program.)
3. Provide one (1) library/literacy focused program for Head Start teachers, parents, and children at Library's site lasting approximately _____ hours.
(Attachment C, incorporated herein by reference, is a description of the program.)
4. Provide special, long-term (4-week) book loan arrangements for Head Start sites and families.
5. Provide one (1) special orientation program at the Library for Head Start teachers in family literacy and in the related use of Library resources.
(Attachment D, incorporated herein by reference, is a description of the program.)
6. Provide Library consulting services for Head Start teachers not to exceed _____ hours in book selection for Head Start classes, and to assist Head Start in expanding on books/topics used in its program.
7. Provide tutoring services as applicable for Head Start parents in need of literacy services.

(N.B. If the Library does not provide literacy tutoring services, it could provide help with referral to tutoring services instead. In fact, most California public libraries do offer tutoring services.)
8. Provide special notice and invitation to Head Start classes and families concerning regular Library activities for children, which would be applicable to the children's ages and interests, such as storytimes, special children's programs, etc.
9. Provide books and materials to Head Start children, parents, and teachers as set forth in Attachment E, which is hereby incorporated by reference.

HEAD START SERVICES AND MATERIALS

Head Start shall, at reasonable times to be agreed upon by the parties:

1. Provide transportation for Head Start children, teachers, and parents to a minimum of two (2) programs at the Library site.

2. Provide transportation occasionally and as necessary for Head Start children to the Library to check out books on a regular schedule to be agreed upon by the parties.
3. Reimburse the Library for books and other materials specified in Attachment E. (Average of \$3 per book, 5 books per child, 20 children per class, 4 programs plus 1 parent meeting, and 1 classroom set of the same books per year.)
4. Provide two to four volunteers to be trained by Library staff to assist with the Head Start–Library program.
5. Provide a set, dedicated, and agreed upon time for the programs specified herein with no other activities scheduled that would interfere with the programs.
6. Provide child care while parents receive literacy tutoring (if literacy tutoring is provided).

PAYMENT

Head Start shall pay the Library a total of \$_____ for the services and materials specified herein as more specifically set forth in Schedule 1, attached hereto and incorporated herein by reference. (Optional) Payment of \$_____ monthly in arrears shall be made to the Library by Head Start upon receipt of a duly executed monthly invoice from the Library.

FEDERAL FUND REQUIREMENTS APPLICABLE

All federal regulations pertaining to equal employment opportunity, wages, nondiscrimination in employment, and other requirements found in the Code of Federal Regulations with respect to recipients of federal funds are applicable. Attached hereto and incorporated by reference are the provisions applicable to this agreement, which the Library hereby agrees to.

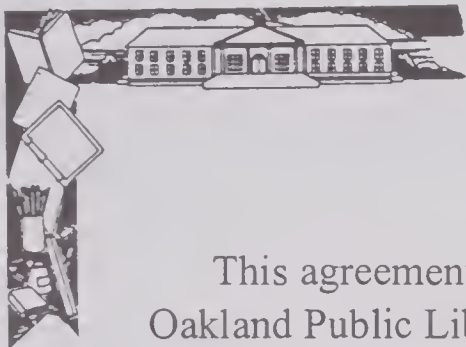
Dated: September 8, 1993

Signed:

 Director, Heavenly Valley Public Library

 Director, Heavenly Valley
 Head Start Center





SAMPLE

Memorandum of Agreement

This agreement is between the City of Oakland Head Start Program and the Oakland Public Library regarding special programs and related materials and services to be provided by the Library for the benefit of Head Start children, parents, and teachers.

ADMINISTRATION

The Library hereby designates Julie Odofoin, Coordinator of Children's Services as its liaison to the Library for purposes of administering the agreement.

Any change, amendment to, or other variation from this agreement shall be in writing and duly signed by authorized representatives of the parties.

Any dispute arising between the parties during the course of the agreement, if it cannot be resolved informally, shall be decided by arbitration. Each party shall appoint an arbitrator who together shall select a third arbitrator to serve on an arbitration panel. The dispute shall be resolved by the panel under the rules of the American Arbitration Association, with a majority of two votes necessary for resolution.

This agreement may be canceled by either party upon 30 days written notice to the other party.

TERM OF AGREEMENT

The term of this agreement is from October 1, 1994, to September 30, 1995, or commencing on the notification of Award of Books for Wider Horizons Grant, or on whichever one comes first.

LIBRARY SERVICES AND MATERIALS

The Library shall, at reasonable times to be agreed upon by the parties:

1. Provide at least 176 literacy-focused programs, each to last approximately *40 minutes* for children at 8 Head Start sites (morning and afternoon sessions) between October 1, 1994, and September 30, 1995.
2. Provide one (1) literacy/library focused program for Head Start parents at Head Start centers lasting approximately *15 hours*.

3. Provide one (1) library/literacy focused program for Head Start teachers, parents, and children at main library's site lasting approximately *15 hours*.
4. Provide special, long-term (4-week) book loan arrangements for Head Start sites and families.
5. Provide one (1) special orientation program at the Library for Head Start teachers in family literacy and in the related use of library resources.
6. Provide Library consulting services for Head Start teachers not to exceed *15 hours* in book selection for Head Start classes and to assist Head Start in expanding on books/topics used in its program.
7. Provide tutoring services as applicable for Head Start parents in need of literacy services.
8. Provide special notice and invitation to Head Start classes and families concerning regular Library activities for children, which would be applicable to the children's ages and interests, such as storytimes, special children's programs, etc.
9. Provide books and materials to Head Start children, parents, and teachers, which will be deposited in each Head Start Center.
10. Provide literacy events and activities during Head Start's monthly visit to neighborhood libraries.

HEAD START SERVICES AND MATERIALS

Head Start shall, at reasonable times to be agreed upon by the parties:

1. Provide transportation for project staff and volunteers to present weekly reading programs at Head Start sites.
2. Provide transportation occasionally and as necessary for Head Start children to attend special events at the Library.
3. Reimburse the Library for books and other materials deposited in each center.
4. Provide two to four volunteers to be trained by Library staff to assist with the Head Start–Library program.
6. Provide a set, dedicated, and agreed upon time for programs specified herein with no other activities scheduled that would interfere with the programs.

7. Provide child care while parents receive literacy tutoring from Second Start/Families for Literacy.

PAYMENT

Head Start shall pay the Library \$10,000 for the children's books and learning materials to be purchased for the purpose of developing permanent book collections at 8 Head Start centers.

FEDERAL FUND REQUIREMENTS APPLICABLE

All federal regulations pertaining to equal employment opportunity, wages, nondiscrimination in employment, and other requirements found in the Code of Federal Regulations with respect to recipients of federal funds are applicable.

Dated: June 2, 1994

Signed:



Director, Oakland Public Library

Director, Oakland Head Start

S A M P L E



Museum/Head Start/Library Interagency Partnership Agreement February 24, 1995



Explorations V Inc. Polk County's Children's Museum

This agreement, entered into this 24th day of February 1995 by and between Explorations V Children's Museum, hereinafter referred to as "Museum"; Haines City Center of the East Coast Migrant Head Start Project, hereinafter referred to as "Head Start Center"; and the Bartow Public Library, hereinafter referred to as "Library."

While meeting at the Florida Invitational Conference for Libraries, Head Start, and Museums, the parties agreed to the following:

- I. Create a Portable Museum Display, hereinafter referred to as the "Display," for the purpose of informing participants and visitors to the Head Start Center and the Library of the opportunities and programs offered by and at the Museum.
 - A. The Display will be designed and created by the Museum, and will hold Museum brochures, workshop, programming, and event schedules/flyers, photos, and a handout for the children to take home as an activity. This handout will be geared to children up to age 7, and will be redeemable upon return to the Museum for a Museum gift (pencil or sticker).
 - B. The Head Start Center and the Library agree to pick up the Display upon notification of its completion, and to set up and maintain the Display in a favorable, high-traffic location.
 - C. The Head Start Center and the Library agree to photocopy all documents for the display as demand warrants, to maintain the Display in a well-stocked, neat, orderly, and complimentary condition. In the event of wear and tear or damage, the Head Start Center and the Library will return the Display to the Museum for replacement.

Timeline: By April 1, 1995, the Museum will construct the Display and will contact the Head Start Center and the Library for pick up by April 15, 1995, to be displayed immediately thereafter.

Evaluation: The Head Start Center and the Library will track by count the Display handouts as they exit their facilities to measure the utilization and effectiveness of the Display, and the Museum will track by count the Display handouts returned to the Museum for redemption.

- II. Include Head Start Center children/parents/coordinators and Library participants in Museum outreach programs, Magical Mondays, and Terrific Tuesdays.
 - A. Head Start Center and Library have agreed to encourage their participants to utilize the Museum program, Magic Mondays, a program geared toward children ages 1½–3 and their caregivers, which offers age-appropriate creative fun, songs, games, crafts, and storytelling.
 - B. Head Start Center has agreed to transport small groups of Head Start Center participants to Terrific Tuesdays, a Museum program geared toward children ages 2–5 and their caregivers, which focuses on caregiver/child development and relationships. Terrific Tuesdays are conducted once each month on the second Tuesday, from 9:30 am to 11:00 am. Head Start Center has agreed to register participants in advance according to Museum enrollment requirements. The Library has agreed to encourage participants to utilize this program.
 - C. The Museum has designated the Head Start Center as a recipient of a donated family membership, which will allow program participants to register for programs as Museum members, allowing discounted fees, effective February 1995.

Timeline: The Head Start Center has agreed to target April 12, 1995, as the initial Terrific Tuesday program to attend, titled “Trash to Treasures.” Sharon Gray, workshop presenter, will share inexpensive ways to create educational tools for children, with items readily available in the home.

Evaluation: The Museum has agreed to design a survey form for program participants to measure the effectiveness of the program, and the Head Start Center has agreed to communicate to the Museum any undocumented participant comments or anecdotes.

III. Sharing of Resources

- A. The Head Start Center has agreed to provide Hispanic translation services to the Museum upon request as services are available by the Head Start Center.

- B. The Library has agreed to provide a program presenter for the Head Start Center or the Museum on selected topics (i.e., storytelling, library skills, literacy).
- C. The Head Start Center has agreed to provide a program presenter for the Library or the Museum on selected topics (i.e., parent training, child development).

Timeline: Effective immediately.

Evaluation: Program presenters will be evaluated by program participants.

Signed this 24th day of February 1995.

Annie Grimes
Education Coordinator
Haines City Center of the
East Coast Migrant
Head Start Project

Lisa Broadhead
Children's Librarian
Bartow Public Library

Georgann Carlton
Executive Director
Explorations V
Children's Museum



S A M P L E



Library/Museum/Head Start Partnership Proposed Agreement of Purpose



Rockford, Illinois
(Revised Draft: November 21, 1995)

Rockford Public Library, Discovery Center Museum, and the city of Rockford Head Start share a common commitment to encourage life-long learning. These three agencies agree that Head Start's philosophy expresses goals shared by our organizations. That philosophy states:

As educators, our primary goal in the Head Start program is to develop socially competent children. A child can benefit most from a comprehensive interdisciplinary program to foster growth and development and to remedy problems as expressed through a broad range of services. The child's entire family, as well as the community, must be involved in providing this broad range of services. Parents are the first educators of their own child. A child's family is perceived as the principal influence on the child's development. Children learn through play using their five senses (i.e., sight, touch, smell, taste, sound). The program should maximize a child's strengths and provide a rich environment to expose each child to a variety of success-oriented experiences. Parent participation is vital for an individualized program for children to succeed. For this reason, we actively encourage and seek parent participation throughout all phases of our delivery of Head Start services.

The mission of Rockford Public Library is to inform, educate, entertain, and provide cultural enrichment to people of all ages throughout its service area. The Library must educate the community in the value and use of its resources.

Discovery Center is a participatory museum created to provide hands-on learning experiences for visitors of all ages. Our exhibits and programs provide an enriching, challenging, and fun environment designed to stimulate curiosity and to promote interest in the arts and sciences.

Rockford Public Library, Discovery Center Museum, and the city of Rockford Head Start will actively develop and implement services with the following outcomes in sight:

1. Families use library and museum facilities and services independently for recreation and information.
 - a. Children and families see that literature is relevant and can increase their quality of life.

- b. Parents interact with their children playfully and with curiosity, understanding that play is the best way for children to grow physically, intellectually, socially, and emotionally.

To effect this outcome, Rockford Public Library, Discovery Center Museum, and the city of Rockford Head Start will work together to accomplish the following goals:

1. At every opportunity, all staff members invite and encourage families to use the library and museum.
2. Families and library and museum staff members know how to use the library and museum for fun and work.
3. Family members accompany children on field trips to the library and museum.
4. Teachers and library and museum staff members know how to share the library and museum environments with children and families during field trips.
5. Teachers and library staff members encourage children to enjoy library materials.
6. Teachers are involved in the selection of science topics presented by the museum staff.
7. Teachers use in their classroom library materials that relate to museum visits, and call attention to their use.
8. Teachers and museum staff members inform the library of the materials they need that the library does not currently own. The library acquires all such material that conforms to its collection development policy.
9. The partnership team identifies barriers of perception in families, teachers, and museum staff members that keep them from fully enjoying and using the library.
10. The partnership team identifies barriers of perception in families, teachers, and library staff members that keep them from fully enjoying and using the museum.
11. The partnership team identifies barriers of perception in library and museum staff members that keep them from accommodating and fully serving families, teachers, and each other.

12. Library, museum, and Head Start staff members encourage families to get involved in programs as a way of introducing opportunities for volunteering as a means to future employment.
13. The partnership team continuously evaluates and revises the program components.

(See Appendix C for the proposal developed for a grant under the Museum and Library Services' Museum Leadership Initiative. The grant application was submitted in 1998, and the requested funds have been granted for the fiscal year, beginning October 1, 1998, through September 30, 1999. It demonstrates a further step in developing and funding a Library–Museum–Head Start Partnership project.)





Chapter 7

Examples of Head Start and Early Childhood Programs Carried on by Libraries and Museums

There is nothing new under the sun. There are programs scattered throughout the country that demonstrate relationships between and among Head Start, other early childhood programs, libraries, and museums. On the following pages, we offer you a selection of those programs because they may be ones you can replicate or refine to fit your Head Start needs. For further information about the programs described, you may want to contact the libraries, museums, or Head Start agencies involved in a particular program.

SAMPLE

Early Childhood Education Collaboration

Purpose:	Shared mutual interest in encouraging and celebrating reading and family literacy. <ul style="list-style-type: none">• To assist Head Start teachers to strengthen their curriculum so children enter school ready to read and learn• To maximize parental support and participation in reading readiness• To provide innovative, child-focused activities that are fun and educational so children will read throughout their lives• To enrich partner organizations through active participation of Head Start families in planning programs• To increase Head Start families' exposure to the Saint Paul Public Library and Children's Museum
Major partners:	Minnesota Children's Museum, Ramsey Action Program Head Start (RAP), Saint Paul Public Library
Time period:	The collaboration started at a conference that was in April 1995 and was sponsored by the Minnesota Center for the Book. There had been informal relationships among the three, but this conference formalized it and gave everyone a real boost.

Activities:	Administration of the partnership is spelled out in a written agreement that the parties have developed and are ready to sign. Activities of the partnership are spelled out there and range from developing curriculum and staff training plans to parent involvement plans, transportation arrangements, fund-raising, and announcements of job openings across partner organizations.
Outcomes:	<ul style="list-style-type: none"> • A curriculum supplement that was jointly developed for children 3–5 years old and that focuses on museum themes and uses library resources • A teacher and staff training plan, jointly developed, to increase skill in choosing and reading books • A joint plan with the RAP (Head Start) Policy Council to involve parents in supporting their children's reading, including distribution of library card and museum membership applications • Free participation with materials and personnel in presentations at the other parties' presentations • Library-provided group card and loan materials
Measuring impact:	While there has not been a final determination of evaluation and measurement, certain measures are already available including the number of visits to the Library by Head Start groups. The visits have increased. The Children's Museum is tracking the numbers of library card applications that are filled out at the Museum.
Resources:	Commitment of the partners as well as the support at an administrative level will allow quality planning to take shape. There are no financial incentives other than saving through a better sharing of resources.
Informing others:	Information was shared at the annual Head Start Conference at District 5 and at the Association of Youth Museums Annual Conference. On an informal basis, as opportunities arise, we are sharing what we are doing with others in the library community.
For more information:	Kathy Stack, Saint Paul Public Library, 612-292-6311

S A M P L E

Bookfriend Program



The Bookfriend Program attempts to fulfill the Education 2000 goal that all children begin school ready to learn to read by the year 2000. Every 2 weeks the Bookfriend Program brings the Library to children in small, in-home daycare. Volunteers make a trip to the Library every 2 weeks to select and check out books for their assigned in-home daycare. The volunteer then visits the daycare home and spends about an hour with the children, reading and telling stories. The volunteer leaves the books with the childcare provider, so the children have new books to enjoy until the volunteer returns. The program also provides “birthday books” for the children. The birthday books are selected by the volunteer and given to each child to take home and keep. The goal is for the child to take the book home and for the parents to spend time reading with the child.

Partners:

Volusia County Public
Library–Volusia County
Library Center
Lucinda Colee
City Island, FL 32114

Friends of the Library Center
Elizabeth Nelson

United Child Care, Inc.
Robin Bennett

Library Center Staff
Lucinda Colee

For further information, contact:

Lucinda Colee
Volusia County Library Center
105 E. Magnolia Ave.
City Island, FL 32114
904-257-6037
<llcolee@co.volusia.fl.us>



S A M P L E

Project Leap

The Library's Educational Alternative for Preschoolers

Cuyahoga County Public Library

Project LEAP (The Library's Educational Alternative for Preschoolers) is Cuyahoga County Public Library's response to the need for quality literature in the childcare setting. Through the project, 1,000 storytime kits, 80 puppet shows, and a 300-title model library have been created. All of the materials are designed to stimulate reading readiness and cognitive skills in children through age 5, and there is a strong emphasis on the inclusion of materials that depict all cultures.

Each storytime kit contains eight books, a music cassette, an object such as a toy or puppet, and an activity sheet that includes fingerplays and suggestions for child interaction with the materials. The storytime kits are thematic with topics covering 200 different themes such as these:

- ABC
- Art
- Babies
- Being Me
- Boxes
- Camping
- Cooking
- Dreams
- Environment
- Exploring
- The Farmer
- Grandparents
- Helping
- Imagination
- Kites
- Machines
- Monsters
- Mother Goose
- Moving
- Noses
- Pairs
- Reptiles
- Rhyme Time
- Separation
- Siblings
- Trees
- Working Mothers

The puppet shows include puppets, props, a written script, and a recorded script on tape. The storytime kits and puppet shows are reserved through the Audiovisual and Booking Services Department of the Cuyahoga County Public Library. They circulate for 1 week, and patrons may pick them up at the branch library of their choice.

In addition to the storytime kits and puppet shows, workshops are conducted for child-care providers, parents, and librarians. These workshops are intended to

provide information that will enable care providers to make the best possible use of the Project LEAP materials, to assist them in recognizing developmental levels of the preschooler, and to provide information and ideas that will provide enrichment when sharing literature with children. Topics of past workshops have included visual perception and memory in infants, puppetry, storytelling, music and movement, nonfiction books, storytime ideas, toys and play, building cooperation skills, communication development and enhancement, and audiovisual materials for preschoolers. Two to four workshops are presented each year, and in-service credit is provided for workshop participants.

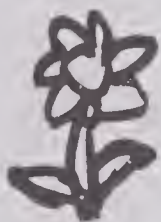
A librarian qualified in children's literature and in early childhood development acts as a resource person for childcare providers, early childhood educators, parents, and librarians. The project librarian creates the kits; selects the materials; writes activity sheets, bibliographies, and newsletters; conducts staff training visits at care centers; arranges workshops; and corresponds with individuals and libraries requesting information about Project LEAP. Other groups to which the librarian makes presentations include university and college students, Head Start teachers, preschool PTAs, job training classes, parenting classes, and county extension agencies. Recently, a session was conducted for Spanish home-care providers at which the entire presentation was translated into Spanish by an interpreter.

Project LEAP materials began to circulate in June 1988. During the first year of circulation, 766 storytime kits and puppet shows were circulated with an attendance of 25,523 children. By 1993 circulation had increased to 8,806 storytime kits and puppet shows being shared with 273,616 children. Since the materials began to circulate in 1988, more than 1 million children have enjoyed the books, cassettes, realia, and puppet shows that are a part of Project LEAP.

Funding for the first 3 years of Project LEAP was through a \$234,996 LSCA (Library Services and Construction Act) Title I grant and Cuyahoga County Public Library. Since 1990, Project LEAP has been entirely funded by Cuyahoga County Public Library. Project LEAP continues to be a vital service that enables care providers, parents, teachers, and librarians to share all the wonder and joy of delightful books with preschool children.

For additional information about Project LEAP, write:

Janice Smuda
Project LEAP
Cuyahoga County Public Library
2111 Snow Road
Parma, OH 44134-2792
216-749-9355



S A M P L E

Head Start Book Giveaway, 1993–1994

The Mesa County Public Library District offered “Open the World of Books” packets to the Mesa County Head Start families over the holidays. The library district used monies donated by the community for this project. To encourage families to use their library’s services and materials, the program offered open houses at the main library and branches during December 1993 and January 1994. At these open houses, children heard stories and parents learned more about the library’s collection and services for jobs, about GED, about how to write grants, and about other information. Parents also registered for library cards and learned the library’s layout for future use.

Children got to hear stories and receive a bookbag packet. Each Head Start child was given a packet of materials. Packets included library card applications, information on the Adult Reading Program, a poster “Join the Read-Aloud Crowd,” and a free book. Those families who speak only Spanish, received a Spanish-language “Magic School Bus Inside the Earth.” The Friends of the Mesa County Public Library District donated bookbags to hold all of these materials.

The project was an overwhelming success, thanks to the enthusiasm and generous support of the Head Start Parent Involvement Coordinator. She gave personal tours of the reference and foreign language section to parents. In total, over 200 Head Start family members attended open houses at the main library and its branches. Many families had never been to the library before. A mother who lived within three blocks of the main library did not bring her two children to the library until this open house. Now she says she’ll come back regularly. Many of these families are returning to their library.

To follow up with offerings, bilingual students at Redlands Middle School will be giving personal tours of the main library to their families on Tuesday, May 17. Also, the Friends organization is forming a coalition with the Spanish community to celebrate “Cinco de Mayo.”

Respectfully submitted,

Maxine K. Curley
Mesa County Public Library District
530 Grand Ave., PO Box 20000
Grand Junction, CO 81502-5019
970-241-4726 (Children’s Section)
970-243-4744 (fax)



Kidsmobile Services to Head Start Classes

The Pikes Peak Library District has operated “Kidsmobile” service to Head Start sites in Colorado Springs for more than 15 years. Originally, this service operated from a small bookmobile that allowed check out of books from each stop.

When that vehicle needed replacement, the library district analyzed the service and decided to replace the Kidsmobile with a van. Although this change unfortunately eliminated the check-out opportunity, it did allow us to meet a growing demand. We were also able to return to monthly visits, rather than every 6 weeks.

Now the Kidsmobile van from the Pikes Peak Library District serves 66 Head Start classes this year. These classes have an average of 15 to 17 students. Each site is visited once a month starting in mid-September and ending in mid-May. On the average, the Kidsmobile specialist sees about 1,120 children a month. Each program is 20 to 25 minutes long, and she averages four to five children programs per day.

The Kidsmobile specialist includes at least three books along with fingerplays, puppets, props, flannel boards, and other visuals. She informs the classes of any library events that are of interest to their age group or of programs their parents would enjoy. She also sends the children home with our publication, “Check It Out,” which is a very comprehensive listing of adult programs, literacy programs, storytimes and locations, branch locations, and hours of operation.

The Kidsmobile staff also does a presentation to parents of the Head Start children. In this presentation, she informs the parents of various library programs, activities, and resources that the library has to offer. She talks about the importance of reading and how parents can select books for their children. This presentation is generally scheduled once a month.

For more information:

Pikes Peak Library District
5550 N. Union Blvd.
Colorado Springs, CO 80918
719-531-6333
719-528-2829 (fax)



SAMPLE

Evaluation Study Report

The Children's Readmobile: Program Description

<p>The Children's Readmobile is designed (1) to bring library resources and services to children in childcare homes and agencies in Hennepin County and (2) to promote reading in family and childcare settings.</p>	<p>The Children's Readmobile, an innovative outreach program of the Hennepin County Library System, was launched in May 1991. Designed to bring library resources and services to preschool children in childcare homes and agencies throughout the county, the Readmobile is a 25-foot-long vehicle containing 2,500 books at one time, 37 periodical subscriptions, and more than 200 book-cassette sets. The Readmobile, however, is more than a roving library. Of equal importance, it provides an inviting and stimulating setting that encourages hands-on access to library materials, and it provides interactive, experiential learning activities for preschool children led by a trained library staff. Furthermore, the Readmobile staff seeks to enhance the interest, commitment, and skill of parents and childcare providers to encourage and promote reading in family and childcare settings. The Children's Readmobile, then, is an organic blend of library resources, experiential learning for preschool children, trained staff members, and education for parents and childcare providers—all made accessible by regularly scheduled visits to preschool settings.</p> <p>During 1991–1992, the Children's Readmobile itinerary included 81 licensed contract childcare homes and 8 publicly supported agencies that provide childcare and family services. Among them were the following:</p>
<p>The Children's Readmobile currently serves about 1,000 children and 400 adults monthly, in both licensed contract childcare homes and social agencies.</p>	<ul style="list-style-type: none">• Even Start, a family literacy program that is in Crystal, Minnesota. The program is funded by a Chapter I grant from the U.S. Department of Education and is administered through the Robbinsdale School District.• Early Childhood Family Education (ECFE) programs serving parents with children between the ages of birth and kindergarten. These programs are funded with a combined local levy and state aid formula and are conducted through participating school districts.

- Early Childhood Special Education (ECSE) programs that offer specially designed instruction to meet the unique needs of children under age 7 who have disabilities. The programs are administered through the Osseo School District.
- Women, Infants, and Children (WIC), a federally funded program that provides supplemental food and nutrition counseling for families who meet income guidelines and have nutrition-related health problems. The program is administered through Hennepin County.
- Receptive Environments Affective Learning (REAL), a program for families whose preschool children, from birth through age 6, are experiencing stress, crisis, abuse, neglect, or difficulty in parent-child relationships. The program is funded by Hennepin County.
- Five's Alive, a preschool program offered through the Robbinsdale School District that prepares children for kindergarten. Children are selected on the basis of need and are provided free transportation.

In summary, the Children's Readmobile currently reaches about 1,000 children, mostly preschool, and 400 adults monthly. At present, two library assistants and one library clerk, working a total of 64 hours per week and supervised by a senior librarian, serve as the staff for the Readmobile. The Readmobile travels to approximately eight sites per day within Hennepin County. Each of the contract childcare homes is visited once a month. Most agencies receive two visits per month. Typically, each Readmobile visit to the childcare home is 30 minutes. Each agency visit is approximately 60 minutes.

For more information contact:

Gretchen Wronka
Hennepin County Library System
13505 Industrial Park Blvd.
Plymouth, MN 55441
612-541-8530
612-541-8600 (fax)



S A M P L E

Babywise and Beyond

Nassau Library System

The following summarizes a presentation given by Caroline Ward, Youth Services Coordinator, Nassau Library System, at the School Readiness Institute sponsored by the University of Texas at Austin, May 27–June 1, 1994.

In 1987, the New York State Library made available LSCA Title I funds for broad-based family literacy programs. Of New York's 23 library systems, 17 received \$50,000 each for these "Family Reading" grants. The Nassau Library System's proposal called "Babywise" was directed toward economically at-risk families in six communities. While Nassau County's population of 1.3 million is predominantly white (82 percent) and most suburban libraries provide excellent library service, in our demographic research we quickly discovered that the ethnic and economic make-up of the county was changing. Certain communities had great potential and need for a concentrated outreach effort. In the six communities selected for the program, at least 7 percent of the population was at or below the poverty level.

Babywise used a combination of outreach workshops, contacts with community agencies, and distribution of "Welcome Baby" packets to introduce parents to the joy of reading and the resources of the public library. The project was funded for 3 years. While the essential elements of the grant remained constant, we adjusted and expanded our objectives each year as a result of our experiences and responses. In the first year, we focused on teen parents and parents with children under age 2. In subsequent years, we expanded to include all preschool children under age 5 and their parents. In the second year, we placed special emphasis on reaching out to the Hispanic population in Nassau County. We initially contacted 25 agencies in our six targeted communities. By the third year, 13 Babywise libraries were part of the program, working with more than 60 community agencies.

The grant made it possible for us to hire an essential resource: a project coordinator. The coordinator worked closely with the local librarians, training them in outreach techniques and encouraging them to keep up their community contacts. In addition she prepared materials used in the workshops and in the giveaway packets. Our coordinator did not speak Spanish, but the grant allowed us to hire a translator; in our health clinic visits, we always brought along a native Spanish speaker.

In the first year, 1,400 Welcome Baby packets were distributed through agencies, at libraries, and at programs. The packet included a booklet, “Best Beginnings—You, Your Baby, and Books,” which discussed the pleasure and values of parent and child interaction through books, songs, and nursery rhymes. A special effort was made to keep information in the booklet clear and simple for the targeted audience. “Best Beginnings” was translated into Spanish, and each package contained a library card application. Each year more items were added to the packet: “A Special Invitation to the Library”; a bookmark; *Books Make Babies Grow*; and a pamphlet describing the values of reading aloud, “Can You Guess These Reading Riddles?” Each packet also contained a complimentary picture book; funds for those books were acquired through grants from businesses (mostly banks) and were further enhanced by matching funds from “Reading Is Fundamental.”

In conjunction with distributing the packets, “Rock, Rattle, and Read” programs were held in numerous daycare centers, in teen parenting programs, at health satellite clinics, and even at the county correctional facility—wherever we found parents, caregivers, and children. Flexibility was the operative word at the programs, particularly the ones with teen parents. Here experience demonstrated that an informal one-on-one approach worked best. These young people were obviously tired of having adults tell them what to do, and so we stressed audience involvement, thereby encouraging the teens to respond to the librarians about the books. In the first year alone, 80 teen parents were contacted; one young mother has since become a regular patron at the Elmont Library.

Surprisingly, the audience that welcomed us with the most enthusiasm was the group at the woman’s division of the Nassau County Correctional Facility. Women are allowed to keep their babies for up to 6 months; it’s a particularly dismal place with few activities to occupy the women. On our first visit after the local librarian read Faith Ringgold’s *Tar Beach*, the women (babies and all) arose and gave the librarian a standing ovation.

In the second year of the grant, we launched a successful partnership with the nine Head Start sites in Nassau County. The county coordinator arranged for us to speak with the nine program directors. Then each Babywise library contacted their local Head Start and held a program for Head Start parents. Because Head Start encourages parents to attend regularly scheduled meetings as a means for improving their parenting skills, these meetings are ideal settings for librarians to meet parents who may not be regular library patrons. At the parenting meetings, librarians discussed the value and pleasures of reading aloud with young children. The librarians presented a sampling of picture books and other materials and services available for preschool children at the public library. We were able to give extra children’s books to each Head Start school site with special Reading Is

Fundamental (RIF) monies. Here we involved the parents in selecting the books in consultation with the project coordinator.

Our attempts to track exactly how many of the families we initially spoke with actually came into the library was difficult until we initiated a coupon for redeeming a free book at the public library. The coupons had to be “cashed in” at the Children’s Department so that the librarians could give a nonthreatening, personalized introduction to the library. More than 200 coupons were returned.

The Babywise project was important to the county because it was our first attempt to concentrate on outreach to economically at-risk families, most of whom were not regular library users. During our 3 years of funding, we made major strides not only in reaching our targeted population, but also in training a cadre of librarians in the importance of this type of community involvement. The ultimate goal of the Babywise project (like all LSCA funding) was to have the 13 libraries continue the programs on their own after federal funding ended.

To a great extent, we have managed to do this. The library contacts with the nine Head Start Centers remain strong. The Manhasset Public Library has given funds to start a mini-library at their local Head Start. The local professional organization, The Children’s Division of the Nassau County Library Association, adopts two preschool sites per year. Bimonthly programs at these preschools are conducted, and at least two free books are given to each child in these programs.

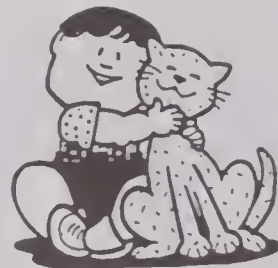
The Nassau Library system continues to provide backup support by providing free books and Welcome Baby packets to any library willing to do outreach. Even though the grant funding ended 3 years ago, librarians report that free book coupons are still being redeemed, and at least 10 of the 13 Babywise libraries are still actively involved in outreach activities.

For more information:

Nassau Library System
900 Jerusalem Ave.
Uniondale, NY 11553
516-292-8920
516-481-4777 (fax)

SAMPLE

Child Care and Library Outreach



This childcare library outreach grant provides mobile library service to licensed childcare centers, including Head Start centers in the four counties served by the regional library system. Rather than kits that must be booked or picked up at a library, children's librarians from the public library deliver a new storytime kit each month by bookmobile, van, or car. The hope is that childcare providers who do not normally use the library, who would not take the initiative to go to the library, or who have only a small collection of books at their center will have easier access to books and materials, thus encouraging more frequent literacy experiences. The desire also is to have children's librarians establish rapport with the childcare providers, enabling them to form a partnership to enhance preschoolers' literacy skills.

Large Tupperware™ kits are sent through a delivery system from one library system to another at the end of the month. Kits contain 20 picture books; 3 board books (for centers that also serve younger children); one big book; a flannel board kit; a resource book; a musical cassette; a literature-based, public-performance video; and a puppet, floor puzzle, or other realia item. Kits are not totally theme related because each center has a kit for an entire month and would not want to share books and materials on the same theme for an entire month. However, at least five or six books are related theme-wise to the realia item and video.

The regional library system's role was to write the initial grant to secure funds for the project (that is totally funded now by individual libraries and the regional system); to order and process materials for the kits; to set up the mechanism for kit delivery and rotation; to establish an advisory group to help with the project; to conduct evaluations of the project by both member libraries and childcare sites; and to provide an annual workshop for each county on how to share books, the art of storytelling, literature extensions, emergent literacy skills, and how to have a literacy-rich classroom.

For more information:

Attn: Youth Services Coordinator
NOLA Regional Library System
Champion Plaza
4445 Mahoning Avenue NW
Warren, OH 44483



S A M P L E

Begin at the Beginning with Books **County of Los Angeles Public Library**

Begin at the Beginning with Books is a project funded by the California State Library under the Library Services and Construction Act.

The project's goal is to ensure that parents have the skills to provide their young children with an intellectual stimulus, a love for books, and a healthy body. It is to demonstrate that developing these skills in parents will result in ongoing library usage by parents and children. It will serve to encourage literacy among parents and their children.

Target Group: Pregnant women who are receiving prenatal care in selected prenatal clinics of the Los Angeles County Department Health Services.

Objectives:

- Implementation of a model training program for use in library, health care, and social service settings that will provide expectant parents with simple "book sharing" skills and simple health and safety information.
- Implementation of model training in eight health clinics and eight library sites.
- Support the development of this program in other venues by providing technical assistance and support.

Participants in the program are generally Hispanic women with low education levels. The materials for the program have been designed to appeal specifically to this target group. You will note the integration of Spanish and English text. The Spanish translation was specifically done in the "familiar" to give the project a more intimate, caring feeling.

For more information, contact Marlene Joyner, Trainer/Administrator, Begin at the Beginning with Books, County of Los Angeles Public Library, 310-940-6901.

S A M P L E



Project: Read for a Head Start

County of Los Angeles Public Library

Project: Read for a Head Start is a pilot project to be conducted by the County of Los Angeles Public Library, the Los Angeles County Head Start, and the Latin American Civic Association Head Start.

Goals:

- A. To motivate Head Start students to want to learn to read by introducing them to the delights to be found in books at school, at home, and in their public library.
- B. To encourage Head Start parents to share books with their children in the home by acquainting them with the importance of books and reading and by providing them with simple skills and techniques.
- C. To encourage Head Start staff members to incorporate books and stories into their curriculum and to use the public library as a community resource.

Project Objectives:

- 1. To share books and stories with 150 children on site at St. Simon's Head Start Preschool.
- 2. To introduce the children to the public library by conducting six picturebook sessions on site at the San Fernando Library.
- 3. To conduct a parent training session for 25 Head Start parents in the San Fernando Library.
- 4. To conduct a teacher training session for 10 members of the St. Simon Head Start staff.
- 5. To conduct a Head Start Family Reading Festival to encourage at least 75 children and their families to visit the library together to share the joys of books and stories.

Needs Statement:

Research findings have documented the fact that children who are read to will learn to read earlier and more easily than children who are not read to (Durkin,

1966). Books play a significant role in the life of the young child, but the extent to which they do depends entirely on adults. It is up to parents, teachers, librarians, and others to introduce young children to the delights of books and to serve as a catalyst for literacy (Cullinan, 1977).

Head Start is a federally funded program that provides comprehensive services including health, education, social services, and parent involvement to poor children and their families. More than 90 percent of all Head Start families live below the poverty line.

According to the *Conditions of Children in California* (1989), "Large and growing proportions of California's schoolchildren are from backgrounds frequently linked with low academic achievement. Almost one-quarter of them are from poor households and one-seventh are not proficient in English."

The children of the St. Simon Head Start Preschool in San Fernando come from predominately Spanish-speaking families whose income is below the poverty level.

The 1990 Customer Satisfaction Survey of the County of Los Angeles Public Library indicates that the average patron who uses the county library is "well educated, employed, affluent, and Caucasian." This pilot project will enable the library to experiment with techniques to broaden its user base to an underserved segment of its market area. It will enable the library to move forward in its goals to develop "programs and partnerships to encourage significant adults in the lives of young people to promote reading in the home" (County of Los Angeles Strategic Direction #11, 1990).

Action Plan:

During the pilot period of April 1–June 6, 1991, these actions will occur:

Staff members at the San Fernando Library will visit St. Simon's Head Start Preschool to conduct a series of storytelling sessions in the six participating classes. They will introduce children to books, stories, and songs and will introduce the children to the concept of "the public library."

1. Students from the six Head Start classes will attend special storytelling and picturebook sessions to be conducted at the San Fernando Library. Children will be introduced to the library and to the variety of books that are there for them to enjoy. Children will have an opportunity to browse through picture books.

2. Library staff members will conduct a parent training session (for approximately 25 parents) as part of the St. Simon's Parent Involvement Program. It will be conducted at the San Fernando Library, and the staff will share stories; techniques for reading to children; and simple songs, games, and crafts. Library staff members will share techniques for expanding the television viewing experience to include books. Parents will also be introduced to the Library Adult Literacy Program.
3. Library staff members will conduct a training session for Head Start teachers and classroom aides at the San Fernando Library. They will be introduced to the broad range of library materials available to them to supplement their classroom activities and will be encouraged to seek the support and assistance of the public library staff as a community resource.
4. The program will culminate with a Family Reading Festival where the Head Start children, their parents, siblings, and teachers will be invited to visit the San Fernando Library for an evening event. Dessert will be provided. Families will tour the library and will enjoy a performance by J. P. Nightingale, musical storytellers. Each family will be encouraged to sign up for library cards. Handouts and reading incentives will be provided.

The library staff will be sure that all parent and child activities have a Spanish-language component.

News releases will be sent to local, county, and national media.

Budget:

All basic resources will come from existing staff and materials.

Staff Time:

Youth Services Coordinator (planning, administration)

8 hours

Regional Youth Services Coordinator

20 hours

Community Library Manager

20 hours

Children's Librarian

48 hours

Literacy Outreach Staff Members

2 hours

Aides and Pages

12 hours

Staff Assistant (HQ)

4 hours

Incentives:

Information Packets—in-kind materials

Books—seeking donations

Evaluation:

Library staff members will evaluate the success of the program based on the number of persons who attend the voluntary activities: workshops and family-reading festival. We will keep track of the number of library cards that the participants receive. Library staff members will also issue a special “Head Start incentive” (i.e., teddy bear name tag or membership card), which children will be encouraged to bring with them when they return to the library. Each time the child visits, the incentive will be marked. If the child returns to the library two times or more during the summer months, that child will receive a special Head Start reader certificate. The number of certificates issued will measure the on-going effectiveness of the project.

Follow-up:

We expect the pilot to result in closer communication and cooperation between the San Fernando Library and the St. Simon Head Start and to result in on-going cooperation. More important, however, we hope that the program will become a model for cooperation among county libraries and Head Start providers throughout Los Angeles County.

For more information contact:

Penny Markey, Coordinator of Youth Services

County of Los Angeles Public Library

7400 E. Imperial Hwy.

P.O. Box 7011

Downey, CA 90242

562-940-8522

562-803-3983 (fax)

e-mail: pennym@colapl.org



Literacy Volunteers of America–Northern Rhode Island with Libraries and Head Start

For the past 2 years, Literacy Volunteers of America–Northern Rhode Island (LVA–NRI), Woonsocket Head Start Child Development Association Inc. (WHSCDA), and the Woonsocket Harris Public Library (WHPL) have provided an intergenerational literacy program to parents and children enrolled in WHSCDA’s Head Start Program.

The program, titled the Family Reading Program, includes a full day of parent education that specifically focuses on literacy and uses children’s literature. Additionally, high school equivalency preparation classes are provided, as well as individual tutoring and the opportunity to develop pre-employment skills.

The project also established an on-site lending library in the larger of the two Head Start centers. Through this project, space was renovated and the WHPL created a circulating library. Head Start parents were trained and assisted in developing a library filing and card cataloging system. This resulted in creation of a valuable resource that is used by children, parents, and staff of the entire agency. This library is stocked with copies of the books and materials from the Family Reading Program curriculum, a collection of more than 300 books on long-term loan from the WHPL and from a significant memorial donation.

The following describes a sample of the program:

Parents and children arrive at Head Start together at 9:00 a.m. While the children are in their preschool classroom, parents participate in the Family Reading Program. Parents spend 1 hour with the Literacy Specialist as they learn strategies to use when reading to their children. These strategies also transfer to their own GED preparation. The model for the project is “The Family Reading Program,” published by New Readers Press. Children’s literature is used to enhance interest in reading, and to develop literacy skills necessary to successfully participate in additional educational activities for both parents and children alike. When parents have completed their portion of the program, their children join them for a creative activity based on that particular session’s book. Before the creative activity, the book is read to both parents and children, so that time together not only is enjoyable, but also serves to reinforce strategies that parents have worked on in their sessions.

Participants are given all of the children’s materials used in the session: a total of 10 children’s books. Our goal is that this literature will then become the basis

of each family's own private library. Parents will have easy access to books that are right in their own homes and are suitable for use with their children.

Parents then participate in 2 hours of additional literacy activities that are based on the results of their educational assessment. These activities include individual tutoring for parents with lower literacy skills, GED preparation for those interested in obtaining a high school equivalency, or employability development activities. Parents complete the day at 1:00 p.m. and leave the center with their child.

All Head Start children benefit from this project. The children's librarian from the WHPL conducts a storytime in all the Head Start classrooms, using a variety of materials, as well as the children's literature recommended in the Family Reading Program curriculum. The collaborative efforts among the participating agencies demonstrate an innovative approach to solving the problem of intergenerational illiteracy. The evaluation process of this program has shown measurable results.

The focus of the project, which uses children's literature, fosters the child's connection with books. In a program such as this, children become eager to learn as they see that learning is something their parents value. In addition, the child's enthusiasm motivates the parents further, and the parent and child relationship becomes a partnership for success.

Head Start centers are conveniently located and well known in the community. By eliminating the obstacles that prevent participation because of a lack of transportation and child care, parents can easily gain access to the Family Literacy Program and can benefit from the services provided.

Date: 1990, still ongoing

For more information contact:

Susan Grislis
Literacy Volunteers of Northern Rhode Island
303 Clinton St.
Woonsocket, RI 02895
401-769-9046
401-767-4140
e-mail: lvnrilearn@aol.com

Family Reading Program

Come and join other parents for reading and learning activities one morning a week for 10 weeks.

9:15–10:45 am: In a relaxed setting, learn to read different types of story-books to children and to improve your own reading skills at the same time. If you attend all the sessions, you will receive 10 children's books to keep for your own family.

11:00 am–1:00 pm: During this part of the program, you can either attend GED classes or work with a reading tutor.

In most cases, transportation and childcare will be provided.

Funding is provided by the RI Department of Education. Sponsoring Agencies are Woonsocket Head Start and Day Care, Visiting Nurse Service of Greater Woonsocket, Woonsocket Community Action Program, and Literacy Volunteers of America–Northern Rhode Island.

Reading Materials Used in Rhode Island

CHILDREN BOOKS	ADULT SELECTION	READING STRATEGY
1. <i>In the Attic</i> by Hiawyn Oram	<i>Passage from Black Boy</i> by Richard Wright	Asking questions
2. <i>Amanda and the Mysterious Carpet</i> by Fernando Krahm	"Winning the Lottery"	Creating a Story
3. <i>Shapes, Shapes, Shapes</i> by Tana Hoban	Photographs	Observing and developing vocabulary
4. <i>Tell Me a Story, Mama</i> by Angela Johnson	"The Birth of My First Child" by Maya Angelou	Relating reading to personal experience
5. <i>A Chair for My Mother</i> by Vera B. Williams	"Discovery of a Father" by Sherwood Anderson	Asking questions and making predictions
6. <i>The Little Red Hen</i>	"Strawberries" by Gayle Ross	Making predictions
7. <i>The Story of Jumping Mouse: A Native American Legend</i> by John Steptoe	"The Mouse at the Seashore" by Arnold Lobel	Making predictions
8. <i>Surprises</i> poems selected by Lee Bennett Hopkins	"Tiger, Sun, and Asparagus" by Valerie Worth "28" from <i>Stories I Ain't Told Nobody Yet</i> by Jo Carson	Rereading
9. <i>Fire</i> by Maria Rius and J. M. Parramon	<i>Fire</i> (section for adults) by Maria Rius & J. M. Parramon	Learning new information
10. <i>How My Parents Learned to Eat</i> by Ina Friedman	"A Traditional Japanese Meal" by Lensey Namioka (for adults)	Learning new information

SAMPLE

The Family Reading Project

Central Vermont Head Start



One of the requests of the 1989–1990 Policy Council was to address literacy needs of parents participating in the Head Start. One particular Policy Council member wanted to see parents get books just like those received by the children experienced with the Reading Is Fundamental (RIF) project. Sarah Mehegan, family services coordinator, consulted with Mary Leahy, coordinator of Central Vermont Adult Basic Education, to see what was available to address literacy needs. Ms. Leahy suggested introducing our parents to the possibility of participating in a family reading project.

Our Family Reading Project is an offshoot of the Vermont Reading Project and is funded by a grant from Vermont Council on the Humanities. Held in a library, the programs involve participants, literature that follows a theme, and group discussions led by a scholar. What sets the Family Reading Project apart is that it involves children's literature. It is also geared to families, particularly families with adults who have limited reading skills or an interest in learning more about children's literature. The themes in children's literature are clear and Adult Basic Education (ABE) students often express an interest both in their own reading ability and in being able to read to their children.

At the Policy Council meeting in October 1990, Mary Leahy gave a presentation about the Family Reading Project. She stressed that the gift of participating in a project is what happens when people get together over books. ABE has integrated participation in the project into the classroom instruction of adult learners. The Policy Council was interested, so Sarah Mehegan proceeded by contacting Sally Anderson, Vermont Reading Project coordinator, to see what could be done for Head Start families in the Central Vermont area.

In November, Mehegan met with Anderson, Leahy, and several ABE teachers from Orange and Washington Counties. The group decided that although Head Start home visitors and ABE teachers serve in different capacities (Head Start is more family focused and ABE more adult focused), we are essentially seen by our clients as educators. We also in many cases serve the same economic population and have some dual enrollment. We decided to poll our people to see what kind of interest there was in participating in projects together. Anderson contacted possible scholars to lead the discussions, along with the libraries in each area to see what interest there was in hosting a group. In the end, we had good responses from libraries, Head Start parents, and ABE students in several communities. Through coordination with Anderson, ABE personnel, community librarians, and Head Start personnel, we made plans for Family Reading Projects in seven communities.

The themes offered are friendship, home, courage, and history. After choosing a theme, participants received 10 books from the bibliography prepared by the Vermont Reading Project. The books ranged in appropriateness from preschool to upper elementary ages.

Susie Wizowaty led the group in Barre, which was a large group of ABE students and parents from two of our Head Start field offices. The theme was friendship. Wizowaty's approach was to get people to talk about the content of the book and the process of writing. She asked people how they liked the illustrations and how their children viewed the illustrations. When the participants discussed the book *The Hundred Dresses*, which was written in the 1940s, some of the younger people commented that they thought the illustrations were "not that great" while the older participants seemed to love them. The book is about peer pressure and being made fun of because you are viewed as different. This theme generated a lively response as participants shared their childhood experiences of being ridiculed and singled out as "different." One parent shared how she deliberately picked on one kid in her class whom she saw as unusual. This parent stated how she clearly remembered pulling together her friends to agree with her in tormenting the other child.

Another participant shared how her daughter was going through this very experience at school. She read *The Hundred Dresses* with her daughter who then requested to take the book to share with her teacher. This teacher was trying to help the children work on acceptance. Through this one family, the Family Reading Project moved into the public school.

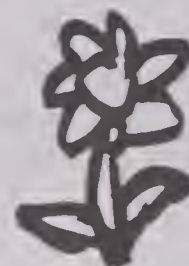
Wizowaty also shared her experiences of how she writes children's literature and how in many ways it is more difficult than adult fiction. The book *The Biggest Bear* was written in the early 1950s about a boy who makes a friend out of a bear cub. The boy solved his problem of the cub's growing up into a rambunctious and always hungry big bear by giving him to a zoo. It was almost unanimous that if this book had been written recently, one would not write a book about trying to make a friend out of a bear. The group did not see the solution of putting a bear in a zoo as a happy one. Therefore, the discussion turned to how would one write a book about a boy and a bear, and why there has always been a fascination with bears.

Ken Smith led the group in the Connecticut Valley area. One parent stated that he had the ability to paint pictures in her head with his words and actions. When the group discussed the book *Frog and Toad Are Friends*, this parent could just picture a "silly little toad in his silly little bathing suit, feeling silly." Then this parent shared that she knew just how this toad felt, how she had felt this way at times.

Another point this parent talked about in her experience of being in Smith's discussion was that although many personal experiences were shared and people expressed different opinions, there was always an acceptance of each individual and that person's thoughts, fears, and dreams. Smith kept the atmosphere light by using humor.

S A M P L E

Collaboration in Kalamazoo



Joint Literature Conference Committee (JLCC): Each November, Children's Book Week is celebrated with a day-long conference featuring a children's author or illustrator. A committee or representatives from Kalamazoo Public Library and Western Michigan University produce this annual program.

Project LIFT (Literacy, In-service, Field trips, Thematic resources support): Staff members from Kalamazoo Public Library, Kalamazoo Institute of Arts, and Kalamazoo Valley Museum worked with the Head Start staff to create bibliographies and programs that complement Head Start's curriculum.

Day Care Outreach Program: Children being cared for in licensed home daycare centers received outreach services provided by Kalamazoo Public Library, with assistance from Child Care Resources Inc.

Parents as Partners in Reading: Assisted by Junior League of Kalamazoo, Kalamazoo Public Library began presenting this program to groups of parents in 1991.

Read to Me: Working with local Rotary Clubs, this initiative supports programs throughout the county; its goal is to ensure that all of our children are being read to at least 10 minutes per day.

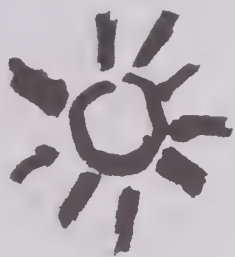
Ready to Read: As one component of Kalamazoo County's "Healthy Futures" program, many outreach programs are made available, from training volunteers to read in pediatric clinic waiting rooms, to providing storytimes in daycare centers.

For information contact:

Mary Callotte Rife
Head, Children's Services

Susan Warner
Children's Librarian

616-342-1859



S A M P L E

Barton Library, Arkansas

Although it may not be unique, an outreach to our local Head Start is one of the programs of which we are proudest.

In May 1994, I attended a Library–Head Start Workshop in Topeka, Kansas, sponsored by the Center for the Book, Library of Congress. Even though I had worked with Head Start for 5 years, this workshop gave me an insight into other ways to serve children's needs.

During the school year, I visit Head Start on a regular basis to share stories, fingerplays, crafts, puppets, and songs with each class.

An idea I have implemented since the workshop is a "Storytime Box" filled with books, songs, fingerplays, bulletin board items, old magazines, etc., to supplement the curriculum. All materials are left on site for 1 month, and the teachers have found them very helpful.

Because of transportation shortage, each of the seven classes can make only one visit per school year to the library. I try to make this a very special visit and have a small take-home item for each child. Any material given out is marked with our library stamp to make parents aware of the library involvement.

I have also provided training for teacher aides by sharing books and storytelling techniques. This training was held at the library and was a first visit for some.

—Maureen DeBruin, Children's Coordinator, Barton Library, El Dorado, Ark.



North Bend Public Library, Oregon

Outreach programs are usually scheduled October through May, with each Head Start or day care having a monthly visit on the same day and time each month, such as the first Tuesday of each month at 10:30. Last year, I regularly visited eight Head Start classes at a variety of sites and two day care centers. (Pre-schools usually schedule a once-a-year field trip to the library.)

I perform roughly the same program for Outreach that I am doing at that week's Storytime unless the teacher has requested a specific theme. (If I already have a file for that theme, I can usually honor a teacher's request.) I often try out new material during Head Start visits because the children are such eager audiences and are used to being together as groups.

A typical Outreach program would begin with a "warm-up" pertaining to the theme, such as a stuffed animal to admire and discuss, a song or fingerplay about the topic, an imaginary experience with the theme, some "realia" to pass around, or a short discussion of the children's experiences with the topic. Next comes a book, followed by a song or fingerplay that allows the children to move in some fashion and "get the wiggles out." Then comes another book (or a flannel board story, puppet story, etc.) followed by another active song or fingerplay. I continue in this fashion for the allotted time or as long as the children's interest holds. (Regular Storytimes end with a simple craft, which I omit for Outreach sessions.)

I look for books that have wonderful pictures and fairly simple stories. Books with repetitive phrases or predictable plots are always popular. As the year progresses and the children become better listeners and can sit still for longer periods, I usually choose at least one longer story per session. As I get to know the classes, I often substitute books within a theme that better suit the abilities and idiosyncrasies of a particular group.

Reaching out to Head Start classes is one of my top priorities. Research shows that children who are read to regularly usually become readers themselves. Many of the Head Start children are not being read to at home. I like to think that I can make a difference in these children's reading futures.

—Sara B. Simpkins, Children's Librarian, North Bend Public Library, North Bend, Ore.



S A M P L E

ALA American Library Association

Fact Sheet

Born to Read

Helping parents raise children with healthy bodies and minds is the goal of Born to Read: How to Nurture a Baby's Love of Learning. This 3-year national demonstration project is being administered by the Association for Library Service to Children (ALSC), a division of the American Library Association (ALA). Funded by a grant from The Prudential Foundation. Born to Read builds partnerships between librarians and health care providers to reach out to new and expectant at-risk parents and to help them raise children who are "born to read."

Goals

- To develop models of how library–health care provider partnerships can work together to break the intergenerational cycle of illiteracy.
- To help parents improve their reading skills and to impress upon them the importance of reading to their children.
- To promote greater public awareness of health and parenting resources available in libraries.

Programs

Five libraries were selected as national demonstration sites: the H. Leslie Perry Memorial Library in Henderson, N.C.; the Carnegie Library of Pittsburgh; the Provo (Utah) City Library; the Sutter County Library, Yuba City, Calif.; and the Memphis/Shelby County (Tenn.) Public Library and Information Center. These sites were selected on the basis of innovation and creativity, evidence of need, enthusiasm, and commitment to the project goals. Each grant recipient was awarded \$30,000 to implement its winning program proposal at the local level. The first programs were launched in March 1995.

- The Born to Read program at the H. Leslie Perry Memorial Library includes training literacy volunteers, conducting storytimes, and hosting programs for parents of newborns. A collection of picture books was placed at the Granville-Vance District Health Department, and parenting classes and storytimes were held at three local housing projects and at the Health Department on Prenatal and Well-Child Clinic days.

- The Provo City Library's Born to Read program includes a special series for fathers and their babies called "Time With Father." The program promotes a child's early interaction with his or her father. Parents of approximately 3,000 babies born at two local hospitals received parenting materials, and follow-up visits were made. A van is used to distribute toys and books to at-risk families. Two program series—"Book Babies" and "Mother Goose Time"—are held for baby and parents at the library.
- A family literacy program, "Beginning with Books," expands the Carnegie Library of Pittsburgh's Born to Read program. A series of Read-Aloud Clubs offers parents an opportunity to share their experiences by reading picture books to their babies. Staff members from the Allegheny County Health Department and the Magee-Women's Hospital give presentations on nutrition, child development, and immunizations.
- Targeting a multilingual population, the Sutter County Library's Born to Read program involves 4 health-care agencies and 11 community organizations, including the local Migrant Head Start Program. Activities include a major public awareness campaign, parenting programs, infant and parent storytimes, and Born to Read graduation celebrations at various community sites. Sunsweet Growers Inc. is a corporate sponsor.
- The Memphis/Shelby County Public Library and Information Center will expand the services of Training Wheels, a mobile classroom, to take materials and programs on early literacy skills and child development to two Memphis neighborhoods. Three videotapes will be produced for the library's cable television channel and will be available for checkout at branch libraries. Parenting classes, a variety of library programs, and home visits by health-care staff members from LeBonheur Children's Medical Center's Healthy Families program are part of the project.

How It Works

The Born to Read project provides support materials, training, and technical assistance to the selected library and health-care provider partners. A national advisory committee oversees implementation and evaluation of the project. The committee established the criteria for the national demonstration sites and developed the overall program goals and objectives. It assists in the planning of training seminars, the production of a Born to Read video, and the evaluation of program sites. First Lady Hillary Rodham Clinton is honorary chair.

Building on Success

These demonstration sites have inspired several libraries to raise local funds for implementing of Born to Read programs in their communities. For information about how to organize a Born to Read program, contact the Born to Read Project/Association for Library Service to Children, 50 E. Huron St., Chicago, IL 60611. Fax: 312-280-3257.

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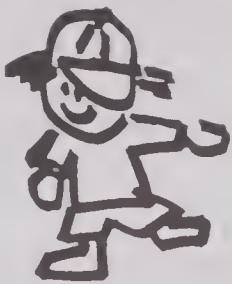
These films and videos can be used to show and to recommend for explaining the importance that language and reading aloud have on the brain and learning development.

Born to Read: How to Nurture a Baby's Love of Learning. ALA Library Video Network, 320 York Rd., Towson, MD 21204; 800-441-TAPE. Demonstrates motivation and learning. Two segments; length: 24 minutes.

Born to Succeed: An Early Literacy Message for Parents. Multnomah County Library, Portland, OR 97212-3796; 503-248-5458. Length: 12 minutes.

Food for Thought: Health Partnership of Hennepin County. Hennepin County Library, 12601 Ridgedale Dr., Minnetonka, MN 55343; 612-830-4914. Demonstrates the health providers' belief that reading to babies improves their intelligence. Length: 14 minutes.

Ready, Set, Read. Pediatric Department of the Science Health Center, Syracuse University (in cooperation with the Onondaga Library System), Syracuse, NY 13244; 315-443-1870. Length: 5 minutes.



Appendix B

Guide to the Use of The Library–Head Start Partnership Video for Programs and Workshops Video Segments I–IV

VIDEO SEGMENT I

“THE LIBRARY–HEAD START PARTNERSHIP”

1. Introduction-montage and title.

The children, teachers, aides, and parents in this Head Start classroom have a new partner ... the librarian and staff from the local public, or perhaps, the school library.

It’s all part of the Library-Head Start Partnership Project, designed to help integrate books and library programs into the experiences of Head Start children and their families.

1a. Dolly Wolverton on-camera.

“The overall goal of this wonderful undertaking is to give Head Start children exposure to lots of imagination-stirring, thought-provoking books, as motivation for further learning.”

2. Library: children’s librarian at work talking with a child about a book as it is being selected from a face-out rack.

Just as you individualize the Head Start curriculum, the librarian selects and organizes books and other materials for the varied needs of children.

3. Librarian at another library location with a computer. Around her are journal reviews, children’s books, etc. She examines and leafs through a new book.

A librarian uses recommendations, reviews, and hands-on examination to select and order books, and to keep up-to-date on the best children’s books and supporting media. The librarian also has access to many other print and electronic resources.

4. Head Start teacher and librarian meeting in the empty Head Start classroom. They discuss her lesson plan.

Your collaboration with the local library begins with a visit and a discussion about your group of children.

You'll discuss class size, age range, and other general characteristics that guide your approach to a daily learning plan for each individual.

(The Head Start teacher describes her class.)

However, the focus of your discussions will be on the special needs of the children.

(Discussion: "What do you find most difficult to individualize in terms of what you have to cover in the curriculum?" The Head Start teacher talks about a child with a new sibling.)

Dissolve to:

5. Wide shot of a Head Start classroom full of active children. At the end of the first sentence, the video freeze-frames and the words "Learning Style" appears on the screen.

You'll discuss the learning styles of your children. Do some learn best when they have both visual and listening experiences, and others when they have something in their hands?

6. A different wide shot freeze-frames with "Developmental Levels" keyed.

You'll profile the variety of developmental levels within your classes. Are some performing below or above their age level? What do they understand, laugh at, and respond to?

7. A different wide shot freeze-frames with "Emotional Variables" keyed.

Are there children whose emotional health is a factor in your teaching? Do some have attention deficit, or are withdrawn, or are disabled physically?

8. A different wide shot freeze-frames with "Home Situation" keyed.

Are many children from single parent homes with the parent working? Do some come without breakfast?

9. A different wide shot freeze-frames with "Culture and Language" keyed.

What are the cultures and languages represented in your group?

10. Return to the teacher and librarian talking in the empty classroom.

With help from the library, you can identify books and materials that will reinforce the curriculum and help tailor it to individuals.

Dissolve to:

11. Montage, with music, of the wealth of material. This includes panning the books as they are displayed, as well as the many story-related materials, such as puppets, video and audiotapes, puzzles, games, toys, etc. The teacher and librarian are included in some of the shots.

You'll want to visit with the librarian at the library to see all the possibilities.

12. The Head Start teacher and librarian examining shelves and racks of books, and selecting books and related materials. Their friendly relationship is modeled.

Dissolve to:

13. The librarian and Head Start teacher are seen at a library table with the books and related materials they have collected. They are talking about books and how they can be used in groups and with individual children.

Though many of the book-related activities will be conducted in groups, you'll find a variety of materials to better suit the individual needs and interest of your children.

(The discussion will point out that there are different uses for the books. Some are for reading to the group; others are to be read to specific children: "For the child with the family that's moving [or dealing with a death, a new sibling, illness, absence of a parent, etc.], this book will show her a character dealing with the same emotions. This other book would be good for your 4-year-old who is not quite ready for advanced material.")

(The discussion turns to the support material they have collected on the table.)

14. Close-ups on the broad range of book-related materials on the table.

However, the library has more than books. Enhancement materials fully integrated into the story experience can support a variety of learning styles.

(Discussion: "Puppets are a great way for kids to express themselves about the ideas they learn in this story. Why don't I bring the puppets when I come to visit your classroom?")

Dissolve to:

15. Meeting at the library continues. The librarian is demonstrating some methods of using different puppets.

Helping assemble the materials is an ideal way to get parents involved. The librarian is prepared to assist you in making library materials come alive in the classroom.

Dissolve to:

16. Images of a celebration at a library with parents and grandparents.

Most of your library partnership activities will take place in your own classroom. But there can be events and occasions planned for children and their parents to visit the library.

17. Outside performer in the classroom giving a presentation. (Len Cabral's Story Theater)

The librarian can also help locate people outside the library to participate in programs.

Dissolve to:

18. The Head Start teacher a month or so later on the phone at the Head Start Center talking to the children's librarian. **Once your relationship is under way, you'll be familiar with the resources available and how to access them, including long-term loans.**

(Discussion: "Rose, can you get some materials ready for me? Remember I need something that is more challenging for a couple of my kids.")

19. Brief scenes from Segment II, story reading techniques.

As your partnership matures, you'll learn techniques to more effectively reach children with books and story materials.

20. Brief scenes from Segment IV, family involvement.

The partnership will encourage life-long learning and reading habits, linking library resources to all Head Start components: social services, health, education, and parent and family involvement.

VIDEO SEGMENT II

“ENTERING THE WORLD OF BOOKS”

21. Scene of a teacher enthusiastically reading a story with participation by the children.

When children enjoy stories, think about and identify with ideas, they are building self-esteem. It is this self-esteem, this confidence, that will lead to literacy and eventually to full participation in life as an adult.

22. From the point-of-view of a child, we enter an empty, but “print-rich” Head Start classroom. As the camera moves, we see a well-organized room with words labeling many things. The shot then cuts to the particulars that make the room “print-rich,” such as the areas labeled “Blocks” and “Science.” The signs are neatly printed with markers. The children’s artwork is on the wall, each under a brightly labeled child’s name.

One of their first steps along this life path will be the one they take into a “print-rich” Head Start classroom. In such an environment pre-readers quickly become familiar with the words that identify objects and actions. Their artwork and clothes hooks are labeled with their names. Learning centers of the room are identified with words. There are books displayed face-out as well as in baskets. There are pictures, posters, and globes—all with words that give them added meaning.

There are manipulatives waiting to be enjoyed, such as blocks and large wooden puzzles to strengthen eye-hand coordination and other pre-reading skills.

23. Pretend doctor’s office, with magazines, etc.

Reading and related activities should take place all over the classroom. A pretend doctor’s office can have medical charts, get well cards, and even magazines. The guidance and additional resources to help you create a “print-rich” environment is one of the benefits of your partnership with the library staff.

24. Reading Corner. Close-ups of the bookshelves, etc.

The librarian can also assist you in preparing a special reading corner, organizing it to be more inviting, more interesting with comfortable pillows to sit on, and an easy chair for an adult reader or storyteller.

25. Writing Center. Includes a small table with chairs and the objects described.

The Reading Corner can include a writing center with pencil and paper, crayons, rubber stamps, stencils, envelopes and scissors, magnetic letter boards, and block and cutout letters.

26. Return to the wide shot of empty Reading Corner within an empty classroom,

Dissolve to:

27. Matched shot of the Reading Corner within the classroom, but now with children and all their activity and related sound. Seated comfortably within the Reading Corner is a young child with headphones and tape player looking at a book. Displayed nearby are story dolls, puppets, etc.

The library can also help you identify other materials to place in your Reading Corner to support the development of pre-reading skills. In addition to a continuing flow of books, these can include puppets, toys, and story dolls created from book characters.

28. We dissolve into the conversation, as the Head Start teacher and the librarian talk about reading aloud skills.

One of the most valuable benefits of your collaboration with a librarian will be help in acquiring skills for reading books with children.

Dissolve to:

29. The teacher, seated alone, studying one of the books from the pile.

Begin by selecting a book that you like and are comfortable with. Read it to yourself several times to identify ways to make it come alive.

Dissolve to:

30. The camera cuts to a Head Start teacher starting her focusing ritual.

Focusing rituals help children settle and prepare them to participate.

31. Teacher reads and discusses with children.

When you are reading to a group, use books that are large enough so that everyone can see the illustrations. The pictures should be bold and well-defined, and relate to the words you are reading.

Don't be too eager to get on with the story. Move the book around slowly to be sure everyone has a chance to see and think about the pictures.

Children like it when you change your voice to create different characters and personalities.

Key to the reading experience is that the children have the opportunity to participate. Books with repetition, a rhyme, or a chant offer the chance for them to join in.

Let children enter into the story and relate the story to themselves and their own experiences.

Ask questions as you go along. But be sure they're open-ended questions that elicit more than simple yes/no answers.

Let them guess what they think happens next before you read on.

Dissolve to:

32. The same Head Start classroom. An aide reads Peter Rabbit to two children in the Reading Corner.

When sharing a book with an individual or just a couple of children, sit close or hold a child if it's appropriate. Warmth can also be conveyed by the tone of your voice.

In an intimate setting, you can use smaller books, since you'll be sitting close. Many children like to examine tiny details in the pictures. (She talks to them about the pictures and connects the story to their own experiences.)

This is an ideal opportunity to relate aspects of the story to each child as an individual. Allow plenty of time for personal responses and questions.

Dissolve to:

33. Montage of storytellers.

Storytelling is as old as history and a tradition in many cultures. You can make this tradition your own.

Effective storytellers choose stories they like since the stories will have to be learned and told with drama and enthusiasm. Storytellers find stories in books or use their own remembered experiences.

(Rose, standing amidst the children. She pulls out the "story hat.")

Some storytellers like to provide a focusing point, like a "story hat," that signals that "magic" is about to happen.

(The storyteller begins the story.)

Shorter stories are usually appropriate for young children. Add or subtract elements for different audiences and situations.

Be prepared for participation, especially if the story contains chants, challenges by characters, or repetitions.

Dissolve to:

34. Later as part of a new story, the storyteller uses a hand puppet.

Puppets are excellent enhancements and can help children participate in the story. The use of story extender materials can enhance a child's experience with books and stories.

35. A child using a puppet later with an aide.

Puppets and story dolls can also be used by the child who has trouble expressing emotion. Puppets can be an alter ego, making it possible to communicate feelings.

36. Puppet types displayed.

There are a wide variety of puppet types: stick, string, hand, finger. The librarian can suggest which stories work well with puppets and other dramatic play. Simple stages can be built from cartons and colored paper.

37. A flannel board is used in a story told by Oralia Garza Cortes.

Cut-out figures that stick to a flannel board are another popular enhancement. Children can assist the storyteller in illustrating the story.

38. An area in the library where children's recordings and audio are kept, as a librarian pulls some material.

The library is also a good source for music to accompany stories. Audiotapes are easy to use.

39. Multimedia materials displayed with the related books.

There are a lot of books that are accompanied by related media, such as videos and filmstrips. These can help you develop a story theme built around an animal, holidays, or even a color.

40. Graphic screen with video window. The consistent heading is "Book-related Activities" next to the video window. The video window changes to different close-ups as described. Below the window are captions for the individual activities.

41. C.U. a picture being drawn. Caption: "Art Activities."

The activities that are already part of your Head Start program can also relate to books, such as children and volunteer parents together creating artwork from stories.

42. Children acting out a scene. Caption: "Dramatic Play/Acting."

Dramatic play and acting out scenes from books are effective enhancements as are finger plays and games.

43. Children singing. Caption: "Music/Songs."

Songs related to your theme can be used to close a storytime, or give children a chance to stretch between stories.

44. C.U. of food being prepared by children, cut to play recipe. Caption: "Nutrition."

A surprising number of stories have food as a major element, which ties in nicely with the importance of nutrition and meal preparation in Head Start.

45 & 46. Head Start teacher talking to a child about one of the stories read earlier, connecting the story with some emotion the child is feeling.

(We hear a brief discussion with a child.)

However, the best enhancement you can provide may be simply talking about the stories, showing children that books continue to have meaning for them long after the stories have ended.

VIDEO SEGMENT III

“EVALUATION/SELECTION OF MATERIALS”

47. Open on a montage of library displays of children's books. A hand selects one of those displayed.

The number of children's books published grows each year. But which are the outstanding ones that children will make their own?

48. Book retrieval shots are intercut with close-ups of a written list as a finger points to various book titles.

A librarian reads and compares lots of children's books and uses tools to help her evaluate them. She can share with you some of the things she knows about what makes a good book good.

49. A table full of bibliographies on many different subjects.

Among the basic selection tools are bibliographies and book lists. Bibliographic listings are a guide to the best of the huge number of children's books, and are available to help you select books from a multitude of topics. There are book lists for children with special interests and needs, books about places or kinds of people.

50. Table of journals and magazines with reviews, close-ups of reviews.

Reviews provide additional guidance to the content and quality of children's books. Reviews appear in professional journals, library journals, those for the early childhood community, and periodicals for teachers and others. They also appear in newspapers and consumer magazines.

51. Head Start teacher and librarian at the library working together with sources, writing up a list.

You will use some of these bibliographies and reviews yourself, and your librarian can prepare special lists for you based on what you think your children will like.

52 & 53. Montage of Head Start teachers and children. C.U.'s of books displayed on end in the Reading Corner surrounded by Head Start classroom activity. A child picks one to read. *Fyecha al Sol*, *Whistle for Willie*, *Mommies at Work*.

As a Head Start teacher, you know an individual child's needs are not just based on age and stage of development. Among the books you choose should be those that reflect the culture, family lifestyle, and racial and ethnic background of children in the classroom. Also considered should be the child's emotional life and physical abilities.

54. Child with or without an adult, looking at pictures in a book. A variety of other books are nearby: *The Lost Lake*, *How My Parents Learned to Eat*, *Madeline*.

But children must also be exposed to people and cultures beyond their own experience. It is not enough to avoid stereotypes and tokenism. The books you select should open the child's mind to the differences and similarities of people.

CONTENT AND LITERARY CRITERIA

There are a number of things to look for in selecting a good storybook for reading to children.

55. *SETTING*

Children like stories to be grounded in a definite location and time. Some stories can reflect everyday experiences.

Children enjoy stories set in imaginary places as well.

But stories should also stretch children's thinking by introducing them to new worlds and cultures.

56. *POINT-OF-VIEW*

Many stories are told by an all-knowing narrator who describes the action and what the characters are feeling.

However, stories told by the main character have a special immediacy and appeal.

57. *CHARACTERS*

The characters, whether people or animals, should be dynamic, developing and changing as real people do.

Characters should have traits and feelings children will recognize in themselves.

Select stories that show characters in a range of roles, genders, ages, races, and cultures.

58. *PLOT*

Children like to know where a story is going, and even be able to anticipate the next event. Knowing what is coming next gives children the feeling that they are reading by themselves.

Humor, suspense, and surprise all delight children.

59. *THEME*

Good stories have underlying themes. Children should “get” the main idea: For example, the importance of sharing.

60. *WORDS & VOCABULARY*

A book should contain words that can expand vocabulary.

Sentence structure and length should be appropriate for the age group.

An added plus are “juicy” words that tickle the imagination and are fun to say.

Kids love word play and rhymes.

61. *ILLUSTRATIONS*

The style and mood of a book’s illustrations should complement the text, and help children follow the story sequence.

Pictures can extend the story by saying things the words don’t say.

Just by themselves, good illustrations can help children understand the story’s basic concepts.

A well-illustrated book delights children and allows them to discover more in the pictures each time they pick it up.

63. A Head Start teacher reading a story. Cut to a close-up of the book as she shows the pictures to the children.

The book itself can play a major role in introducing children to reading skills.

64. Close-ups of books concentrating on the physical properties.

They should have the opportunity to see individual words and letters. Large type sizes and clear words are important for pre-readers.

The printing of the illustrations should be of high quality. Good printing enhances children’s sense of what a quality book is.

The open book should allow everything to be seen. Words should not run into the margins.

Good jacket artwork definitely attracts readers. Laminated or plastic covers help protect books from stains or fingerprints.

The binding should be strong and the pages sewn-in, not glued, to stand up to heavy use in the classroom setting.

65. Character-generated text list including “audio-visual materials, videotapes, film strips, films, slides, records, tapes, CDs, magazines, educational computer programs, toys, games, and realia.”

In your pre-reading program, stimulate and follow-up interest in the story with non-book materials. A story can often be told in a non-print format.

66. Display of reviews, lists, and other information about materials

To help you select the best of these materials, there are published lists, reviews, and other guidelines the librarian can help you locate.

67. Flashback to teacher and librarian talking about book-related materials in the library.

If you are using library-owned materials, you can be confident that the material in your library’s collection has been selected using established guidelines.

68. Teacher at the library reviewing some materials, such as a videotape or a story-related toy.

However you obtain these materials, never use them with children unless you are familiar with them yourself.

69. Montage of shots from this segment focusing on the selection and reviewing activities. and ending with a reading aloud scene.

Choosing among the vast array of books may at first seem a daunting task. But with the help of the librarian, you’ll find that using books that are right for your children is a reward in itself.

(Many picture books are featured in this segment. Excerpts from several of them are read by various people.)

VIDEO SEGMENT IV

“LIBRARY ASSISTANCE TO ADULTS”

70. Parents with their children. They walk with their children to a Head Start classroom.

(Section title: “Building Bridges to the Home.”)

Parents are the first and most important influence on a child’s desire to learn. To help their children get ready to read, Head Start parents need to know how to reinforce what the children are learning. As a Head Start teacher, there are some things you can do to help them.

71. Parent(s) listening to a book being read in a Head Start classroom.

Begin with inviting parents to observe your reading and story activities in the classroom.

72. Parent(s) assisting in story activities. (Nice example of a 2–3 language-speaking parent who comes in to translate for a child.)

Then encourage parents to participate in class storytime.

73. Head Start teacher talking to parents about follow-up. A parent shows concern for the child with the teacher. The teacher knows others have expressed these concerns also. Perhaps the librarian can put a workshop together.

Discuss with parents their child’s pre-reading activities and the possibility of workshops that will help them practice these activities at home.

74. Group of 5–6 parents in a training workshop, hosted by the Head Start teacher and a librarian.

The librarian can help design workshops that involve parents in their child’s development as a reader. Workshops can include a variety of topics, such as helping their children identify objects and develop concepts, and how to read aloud.

74a. (Workshop discussion on making family books, including drawings, photos, favorite small objects for focusing family discussion.)

One focus will be encouraging parents to recognize learning opportunities they see in everyday home life. Tell parents it’s important to talk to their child about everyday family matters.

75. At home with one of our families. We see the environment and activities.

Parents need to know that they, too, can create a “print-rich” environment. The library can provide them with resources, such as picture cookbooks that they will enjoy using with their children. Even the simplest things can enhance children’s pre-reading skills such as magnetic letters on the refrigerator, shopping lists, newspapers, magazines, and word games. Seeing parents reading to themselves can be a great motivator.

76. A shot of a parent talking to a kid while watching a dinosaur program on TV.

Parents should also know they can harness the power of TV as a learning tool. Adults can select programs that they and their children can watch together.

77. A parent looking through a book about dinosaurs with the child.

Libraries sometimes receive advance information about TV programming. Parents can talk about and follow-up programs with books and related materials from the library.

78. Shots of home-based program. Teacher is discussing a book.

If you are a home visitor in the home-based option, you will need to emphasize to parents their added responsibility in using books. Provide them with a variety of carefully selected materials.

79. Large-scale special event at a library attended by parents and children.

(Section title: “Library Resources for Adults.”)

Getting Head Start parents involved in their child’s pre-reading introduces them to their own use of the library.

An orientation to the library itself can be linked to events you urge families to attend, including those Head Start and the library jointly sponsor for special occasions.

80. Library scenes.

Or their introduction can be through library programs you promote such as parent-child story times.

Once familiar with the library, parents will find many services that can help them.

81. Brief scenes to match narration.

The library is a center for meetings and community activities. Library cards are available for the loan of books and other materials. Typewriters, copiers, and computers including databases also may be available for use.

82. Video graphic screen: CG text heading: "Employment Information." Other text as narrated. Within a video box are assorted items, including people requesting computer or print listing of jobs, licensing requirements, community service information, etc.

Libraries provide employment information, which may include a state job bank. They will have listings of accredited vocational and technical training programs, licensing requirements for occupations such as drivers and beauticians, guidance on GED high school equivalency and requirements for entrance into higher education programs.

82a. (CG text heading changes to "Community-based Services.")

The library can identify and refer adults to community-based services, including housing information, where to find counseling for children, the availability of literacy volunteers, and health related programs.

83. Scene of family literacy program.

The library itself may sponsor classes in areas such as parenting skills, English, language training, and family literacy.

84. Short workshop scenarios in the Head Start classroom that will show a librarian interacting with Head Start teachers and staff on the topics discussed in the narration.

(Section title: "Technical Assistance for Head Start Staff.")

The children's librarian and library resources can also help you do better what you're already doing. Requesting special workshops is an excellent way to increase the skills of your staff and classroom volunteers.

85. Workshop in progress.

(Discussion: "Follow-up materials for *Spaghetti, I Say* book including graph and Venn diagram.")

Library workshops can help you identify learning experiences in your curriculum using library books and other materials.

Dissolve to:

86. The same workshop, but now later in the session where the topic has turned to stimulating creative thinking. Books and various related objects are on the table.

(Discussion: "Concept books like *Whose Shoe?* can help children use their imagination. Follow up with Shoe Tic-Tac-Toe.")

Another library workshop focus can be the use of books in the development of creative thinking.

86a. The same workshop turns to the topic of self-evaluation: "Let's identify some objectives so that we can evaluate how we're doing. What are some objectives we should include?"

Based on goals and objects you establish, workshops can help identify ways of evaluating the success of what you are doing with library materials.

Dissolve to:

87 C.U. of a book showing how to bind it with yarn.

88. C.U. of a child "binding" his/her book.

The library can also help you expand activities that help children focus on the enjoyment of books and reading.

89. Teacher handing over a list to a librarian. The librarian is at the computer surrounded by book catalogs.

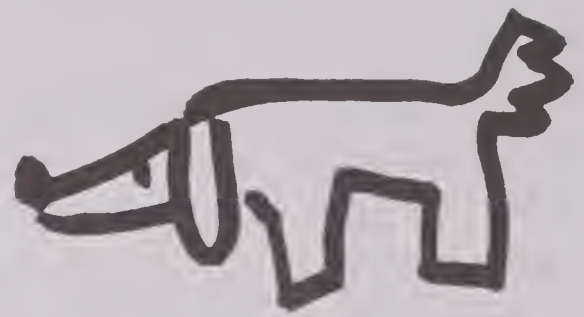
And when you decide to add to your permanent book collection, coordinating book selection, ordering and purchasing with your library partner may provide you with a broader selection and price benefits.

90. Closing statement supported by a montage from all of the segments.

What children gain from living with books is a desire to explore a world much larger than their own, a sense of identity and confidence, and a sense of who they can become.

Acquiring a love for literature is the most powerful incentive for children to become lifelong readers and writers.





Appendix C

Grant Proposal for the Museum and Library Services' Museum Leadership Initiative

Rockford, Illinois

[This grant proposal submitted for an Institute of Museum and Library Services Museum Leadership Initiative in 1998 has been granted the requested funds, beginning October 1, 1998, through September 1999. It demonstrates a further step in developing and expanding a Library–Museum–Head Start Partnership Project.]

Abstract

Discovery Center Museum, Rockford Public Library, and City of Rockford Head Start are pursuing this grant offering to implement a project that will expand our long-term partnership in a way that will create a better living environment in our community for families served by Head Start. We seek grant funds to underwrite a cohesive array of programmatic activities, interrelated on different levels, while working toward the time when such costs would be included in our yearly operating budgets.

The goals of this grant project are to raise the awareness among Head Start parents, children, and staff that learning is fun and enjoyable and lasts a lifetime, to motivate parents served by Head Start to use museum and library facilities independently and competently, and to sensitize museum and library staff to the special needs of families served by Head Start. A shared goal of our organizations is to build linkages and partnerships that serve low-income families.

This project has five objectives:

1. To continue existing classroom-based programs of field trips to and site visits from the Discovery Center and Library.
2. To develop cross-training opportunities for Museum floor and education staff, Library public service staff, and Head Start social service and teaching staff, directed toward creating a comfortable and inviting environment at our facilities for Head Start families.
3. To strengthen the parent-involvement component of the project by hosting “Parents Night Out” for each Head Start site and a follow-up Family Fun Day at Discovery Center Museum.

4. To refine methods of evaluation for the program, with pre/post surveys and a revised Club Card approach, using information gained from discussions with Head Start Policy Council, a parent group.
5. To develop a casebook documenting our experiences and providing suggestions for developing similar partnerships within other communities.

Description of Current Collaboration

Introduction to Rockford, Illinois, and Collaborating Agencies

Rockford, Illinois (population 142,000), is Illinois' second largest city, and mirrors United States Census averages, falling one or two percentage points on either side of the median in every respect.

Discovery Center Museum attracts over 135,000 visitors annually with 18,000 square feet of indoor interactive exhibitions and an 8,000-square-foot science park. Our mission statement reads: "Discovery Center is a participatory museum created to provide hands-on learning experiences for visitors of all ages. Our exhibits and programs provide an enriching, challenging, and fun environment to stimulate curiosity and promote interest in the arts and sciences." The museum opened to the public in 1981, and serves three primary target audiences: families, school groups, and under-served populations. Our commitment to being accessible to all people has led us to initiate a variety of programs to make this commitment real. We are open free to the public one day a week. We seek out partnerships with many community agencies who serve low-income and minority participants and offer programs in the museum and through outreach including tuition free summer camps, youth internships, science outreach in community centers, and community-wide festivals and events. With an operating budget of \$750,000, 58% of which is earned through admissions, gift shops sales, and program fees, Discovery Center has a strong financial base. Our museum has experience in collaborative projects locally, statewide, and nationally. We have a full time staff of 10 and an additional part time staff of 16.

Rockford Public Library consists of a centrally located main library and five branches. Our mission is "to inform, educate, entertain, and provide cultural enrichment to people of all ages throughout our service area. The Library must educate the community in the value and use of its resources." Last year, people checked out over 1 million items, got answers to 136,000 questions, and enjoyed 1,800 programs. The Youth Services Division presented 795 programs with an attendance of 16,748 children and parents. Rockford Public Library's Youth Services Division recognizes the importance of welcoming all children into the world of language and learning.

City of Rockford Head Start will serve 544 families in 1998–99. Department of Children and Family Services has identified 1,200 children under the age of five in the Rockford area who are in families with incomes that place them below the poverty level. Head Start is governed by the Head Start Policy Council, which consists of a minimum of 51% parents representing all aspects of Head Start, 49% community members, and the Head Start director who serves *ex officio*. The overall goal

of the Head Start program is to bring about a greater degree of social competence in children of low-income families. Social competence means the child's every-day effectiveness in dealing with both the present environment and later responsibilities in school and life. Social competence takes into account the inter-relatedness of cognitive and intellectual development, physical and mental health, nutritional needs, and other factors that necessitate a developmental approach to helping children achieve this goal. The Head Start program is family centered and is designed to foster the parent's role as the principal influence on the child's development and as the child's primary educator, nurturer, and advocate.

The Discovery Center Museum and Rockford Public Library's Main Library are conveniently located three blocks from each other in downtown Rockford, an area that houses the largest percentage of low-income families in the city. In addition, all Head Start sites are relatively close to one of Rockford Public Library's five branch locations.

Birth and Growth of a Partnership

Recognizing similarities in our missions and realizing that we share the very important goal of nurturing life-long learners, Discovery Center Museum, Rockford Public Library, and City of Rockford Head Start began a three-way collaboration in April of 1995 at the Library–Museum–Head Start Partnership Project Region V workshop, sponsored by the Library of Congress Center for the Book in St. Paul, Minnesota. The guiding vision of our collaboration, expressed in our Agreement of Intent to Collaborate (adopted July 1996), is that families served by Head Start use the museum and library independently for recreation and information; children and families see that literature is relevant and can increase their quality of life; and parents interact with their children playfully and with curiosity, understanding that play is the best way for children to grow physically, intellectually, socially, and emotionally. Our agencies have engaged in the following activities over the past three years:

- Implementation of a pilot project focusing on the educational component of Head Start, which turned into a regular program of site visits and field trips to and from the museum and library.
- Adopted a formal "Agreement of Intent to Collaborate," outlining our shared purpose and goals.
- Presented at the National Association for the Education of Young Children Annual Conference and the Illinois Family Literacy Conference about how collaborations develop.
- Hosted "Head Start Family Fun Day" at the Discovery Center Museum.
- Instituted "The Club"—an initiative to encourage families to enjoy the museum and library, using specially designed cards that alert staff that families are from Head Start.
- Surveyed a sample of Head Start parents about their family's use of the museum and library.

Our planning team continues to meet regularly to review our goals, assess the progress of our partnership, and review needs for special funds. Because we are committed to working together to meet the needs of Head Start families, most of the activity of this collaboration has been funded by the operating budgets of our three agencies. An area of continued need is financial support for admission fees for Head Start field trips and whole family activities at Discovery Center, as well as

staff support for site visits from Discovery Center to Head Start. In 1997–98, site visits to Head Start from Discovery Center and field trips from Head Start to Discovery Center were funded in part by a start-up grant from the Ronald McDonald House Charities. We continue to meet regularly to explore our short-term funding needs and seek special opportunities such as this IMLS grant offering to enhance our effectiveness in serving this important population while we work toward long-term funding of our programs through our general operating budgets.

Included in the attachments is a copy of our Agreement of Intent to Collaborate, as well as newspaper and newsletter articles about some of our activities.

Narrative

Reason for Request

Discovery Center Museum, Rockford Public Library, and City of Rockford Head Start are pursuing this grant offering to implement a project that will expand our long-term partnership in a way that will create a better living environment in our community for families served by Head Start. We seek grant funds to underwrite a cohesive array of programmatic activities, interrelated on different levels, while working toward the time when such costs would be included in our yearly operating budgets.

A shared goal of our organizations is to build linkages and partnerships that serve low-income families. Head Start family resource workers do a needs assessment with individual families at the beginning of each school year, which identifies how families use community resources. Of the 512 families served by Head Start, we estimate that less than 2% come to the library or go to the Discovery Center independently on a frequent basis. Efforts to track use of the museum and library during the 1997-98 school year indicate very low usage by Head Start families, as well as a lack of awareness about what these organizations have to offer.

Museum and library use has a positive impact on the quality of life of users and in turn improves the quality of life of the community. People who use the museum and library practice self-determination in making choices about what activities to do and what materials to select, which contributes to a healthy sense of control, freedom, and satisfaction. The goals of this grant project are to raise the awareness among Head Start parents and children that learning is fun and enjoyable and lasts a lifetime, to motivate parents served by Head Start to use museum and library facilities independently and competently, and to sensitize museum and library staff to the special needs of families served by Head Start. The following narrative explains how we arrived at these goals, and outlines a plan for their achievement.

Assessment

From the beginning of our collaborative work together, anecdotal information told us that families served by Head Start felt “put off” by the museum and library—that the museum was “for other people,” and that the library was “intimidating.” Earlier surveys of broader but corresponding

populations and discussions with community groups indicated similar feelings. Further discussions with a variety of Head Start parents reveal a lack of motivation to access our services. While we have steadily worked toward the goal of encouraging independent use of the museum and library since our collaborative relationship began, and while we have sought to identify and remove the kind of perceptual barriers noted above, our most current information tells us that a majority of Head Start families still do not use our facilities or services. In the first phases of our collaboration, we focused on the relationships between the staff of our three agencies and direct service to the Head Start children. To strengthen this project, we intend to build strong relationships with the parents.

Three jointly planned activities in the 1997–98 school year have helped us gauge how parents actually feel about the museum and library and how much they use it.

In the first activity, Head Start teachers administered a survey to a sample of parents from three classrooms at one site during home visits in October. The survey asked about frequency of visits, what people liked about our agencies, and what kept them from using our facilities. Sixty percent said they never go to the Discovery Center Museum. Then, 80% indicated that they would like to go once a month. When asked “What keeps you from going to the Discovery Center Museum?” 33% said they never thought about going before and 26% said they did not know that admission was free on Thursdays. With the Library, 33% reported that they never go or had not been in years. Half reported that they would like to go about once a week and the other half reported that they would like to go about once a month. Not having enough time was the most frequently reported reason that kept parents from the Library. Thirteen percent indicated that transportation was a problem in getting to the Museum or Library. A large portion (40%) found library staff helpful and the Discovery Center atmosphere inviting. When asked “What attracts you to the library?” 63% said reading is important and they want their children to read. When asked “What attracts you to the Discovery Center?” 53% said they like to do fun things with their child. We believe this survey measured perception more than reality. It tells us that parents like the idea of visiting the Discovery Center Museum and the Library.

In the second activity, we attempted to track families’ use of our organizations by encouraging Head Start parents to pick up special “Club Cards” from their child’s teacher for use at the museum and library. The cards listed a variety of things to do at either facility. Parents would leave the card at the museum or library after checking off activities that they participated in and pick up another card before their next visit. These cards were then forwarded to Head Start staff who kept track of their use, looking especially for repeat visits. Staff at the museum and library agreed to spend extra time with families who presented the cards to make sure they felt welcome and were comfortable in their surroundings. Cards were used only five times at the Discovery Center and nine times at the Library in all of the 1997–98 school year.

The third planned activity was Head Start Family Day at the Discovery Center Museum. On this day, staff of all three organizations hosted 299 children and 180 adults from Head Start who were given free admission to the museum. Along with the many interactive exhibits, we offered hands-on activities, refreshments, science kits to take home, storytelling, and door to door transportation. We used this large gathering of Head Start families as an opportunity to offer library card registration.

Twenty-five families registered for library cards. We far exceeded our goal for the event, which was to attract 15% of families served by Head Start.

We conclude from these activities and from information from Head Start Policy Council that parents need incentive and personal encouragement to come to the museum and library. Once here, they are usually amazed at what they have been missing. We believe that there is a large amount of goodwill toward the museum and library among parents served by Head Start. Clearly, the anecdotal information that indicated people were “put off” by our organizations is not true for all parents. Motivation to get to the museum and library and information about using our facilities seem to be the greater factors.

Project Objectives

This project has five objectives:

1. To continue existing classroom-based programs of field trips to and site visits from the Discovery Center and Library.
2. To develop cross-training opportunities for Museum floor and education staff, Library public service staff, and Head Start social service and teaching staff, directed toward creating a comfortable and inviting environment at our facilities.
3. To strengthen the parent-involvement component of the project by hosting “Parents Night Out” for each Head Start site and a follow-up Family Day at Discovery Center Museum.
4. To refine methods of evaluation for the program, with pre/post surveys and a revised Club Card approach, using information gained from discussions with Head Start Policy Council, a parent group.
5. To develop a casebook documenting our experiences and providing suggestions for developing similar partnerships within other communities.

The Partnership Planning Team is responsible for scheduling and implementing all activities. This team includes the Head Start Education Coordinator, Head Start Parent Involvement Coordinator, Discovery Center Early Childhood Education Coordinator, and Library Youth Services Manager. The planning team will depend on input for each activity from meeting with the Head Start Policy Council. (Note: the following list of activities is in numerical order, not chronological order. For project chronology, see schedule of completion.)

Objective 1: To expand existing classroom-based programs of field trips to and site visits from the Discovery Center and Library.

This objective meets the goal of raising children’s awareness that learning is fun and enjoyable and lasts a lifetime. Field trips and site visits serve children directly. Head Start parents tell us that enthusiasm generated by these activities spills over into the home, with children asking parents to bring them back to Discovery Center and the Library and telling them about what they learned that day. Reciprocal field trips and site visits also increases the children’s comfort level with the

museum and library as children become familiar with museum and library “friends” (staff) and surroundings.

Activity 1: Field Trips from Head Start classrooms to Discovery Center.

At the beginning of the school year, Head Start schedules two field trips per classroom, one in the fall and one in the spring. Field trips feature Tot Spot, the early childhood area of Discovery Center, and last about one hour. Discovery Center staff facilitate children’s involvement with the activities and exhibits.

Admission fee: 544 students @ \$2 per student \times 2 trips = \$2,224

Transportation: 28 classrooms \times \$90 per trip \times 2 trips = \$5,040

Discovery Center Staff Salary: 56 visits \times \$10 per hour \times 1.5 hours = \$840

Activity 2: Field Trips from Head Start to Library.

At the beginning of the school year, Head Start schedules three field trips per classroom. Field trips feature story time, which includes book sharing, language play, songs, puppets, and an occasional short video.

Transportation: 28 classrooms \times \$90 per trip \times 3 visits = \$7,560

Library Staff Salary: 84 visits \times \$11 per hour \times 2 hours = \$1,848

Activity 3: Site Visits from Discovery Center to Head Start.

At the beginning of the school year, Discovery Center schedules two site visits to each Head Start classroom, one in the fall and one in the spring. Site visits include a 45-minute hands on science activity session and a “Teacher Packet” with lesson plans for follow up activities and an item for classroom science centers.

Discovery Center Early Childhood Education Coordinator salary: 60 visits \times 2 hours \times \$15 per hour = \$1,800

Teacher Packets: 16 teachers \times \$10 = \$160

Materials and Supplies: 544 children \times 2 visits \times \$1 = \$1,088

Activity 4: Site Visits from Library to Head Start.

At the beginning of the school year, the Library schedules two site visits to each Head Start classroom, one in the fall and one in the spring. Site visits include a 30-minute storytime of book sharing, fingerplays, songs, and language games.

Library Staff Salary: 60 visits \times 2 hours \times \$11 per hour = \$1,320

Objective 2: To develop cross-training opportunities for Museum floor and education staff, Library public service staff, and Head Start social service and teaching staff, directed toward creating a comfortable and inviting environment at our facilities.

This objective meets the goal of sensitizing staff to the needs of families served by Head Start, and raising Head Start staff's awareness of Museum and Library services about and increasing the competence with which staff [members] use them.

Activity 5: Half-day workshop presented to Museum and Library staff by Head Start staff about low-income family needs.

While staff at both the Museum and Library have had regular customer service training as well as cultural diversity training, we recognize a need for additional training in working directly with Head Start families to create the most comfortable, welcoming environment for them. Specifically, we want to help staff foster the parent's role as the principal influence on the child's development.

Head Start Presenter Salary: $2 \text{ presenters} \times \$20 \text{ per hour} \times 8 \text{ hours} = \320

Library Staff Salary: $25 \text{ staff} \times \$11 \text{ per hour} \times 4 \text{ hours} = \$1,100$

Discovery Center Staff Salary: $8 \text{ staff} \times \$10 \text{ per hour} \times 4 \text{ hours} = \320

Activity 6: Head Start staff in-service at Museum.

The in-service includes an orientation to the museum as well as time for staff to explore interactive exhibits at their own pace. This will allow Head Start staff to experience the importance of learning through play in the museum. We hope from this experience that teachers will help involve parents and children in the same kind of play during subsequent field trips and visits. The museum in-service will also provide teachers with the museum's schedule of events and exhibits for the year.

Museum Presenter Salary: $1 \text{ presenter} \times \$20 \text{ per hour} \times 4 \text{ hours} = \80

Head Start Staff Salary: $19 \text{ teachers} \times \$13 \text{ per hour} \times 2 \text{ hours} = \494

Activity 7: Head Start staff in-service at Library.

The in-service includes an orientation to the library, specifically geared toward supporting teacher's classroom needs. How to search for materials using the computer catalog will be featured, and teachers will participate in an activity allowing them to use the catalog to help create a lesson plan. The in-service will also cover selection of high quality materials for classroom use, as well as an overview of library services related to the Museum/Library/Head Start collaboration.

Library Presenter Salary: $1 \text{ presenter} \times \$20 \text{ per hour} \times 4 \text{ hours} = \80

Head Start Staff Salary: $19 \text{ teachers} \times \$13 \text{ per hour} \times 2 \text{ hours} = \494

Objective 3: To strengthen the parent-involvement component of the project by hosting “Parents Night Out” for each Head Start site and a follow-up “Family Fun Day” at Discovery Center Museum.

This meets the goal of motivating parents served by Head Start to use museum and library facilities independently and competently.

Activity 8: Meet with Head Start Policy Council to plan “Parent’s Night Out.”

The idea of “Parent’s Night Out” is to increase the comfort level of parents at the museum and library. Based on surveys and family interviews, we determined that a large number of families had not visited either place. Although they thought it would be worthwhile, they had not taken the initiative to visit on their own. We will create incentive to visit the museum and library by extending a special invitation to parents and attempting to eliminate any barriers they might have. Barriers that parents on the Head Start Policy Council had mentioned were transportation, fatigue, and spending more time watching their children than experiencing the museum or library. We plan to have door-to-door transportation, family dinner, and then child care at the Head Start sites, freeing up parents to have their own first-hand experiences at each facility. After dinner, parents will be transported from Head Start sites to the museum and library. They will get a brief orientation at each site and would be encouraged to play in the Tot Spot and other areas of the Discovery Center, and to explore the children’s game computers, Internet computers, CDs, videos, and other features and resources of the Library. To motivate parents to visit the museum with their children after Parent’s Night Out, parents will be given a free family pass for each parent attending, with a one-month expiration date to encourage its early use. Parent’s Night Out would occur in the fall toward the beginning of the school year.

Activity 9: Host Parent’s Night Out at Discovery Center Museum.

After Hours Museum Rental: \$350

Family Pass for future visit: 75 families \times \$10 per family = \$750

Transportation: 5 buses \times \$90 = \$450

Head Start Staff Salary: 20 staff \times \$13 per hour \times 2 hours = \$560

Dinner: 225 people \times \$2 = \$450

Activity 10: Host Parent’s Night Out at Library.

Transportation: 5 buses \times \$90 = \$540

Head Start Staff Salary: 27 staff \times \$13 per hour \times 2 hours = \$702

Dinner: 225 people \times \$2 = \$450

Library Staff Salary: 2 staff \times \$11 per hour \times 2 hours = \$44

Activity 11: Meet with Head Start Policy Council to plan “Head Start Family Fun Day.”

The idea behind Family Fun Day is to give more families exposure to the museum. Since exhibits and programs change frequently at the Discovery Center, this additional opportunity for families to enjoy the museum shows parents the dynamic nature of the museum. The Head Start Policy Council would like to preview the activities for the science kits and create the promotional activities that will entice parents to come.

Activity 12: Host “Head Start Family Day” at Discovery Center Museum.

This event will take place in mid-winter, a time when families have said they look forward to something special to do. The staff of all three organizations will participate. Door to door transportation will be offered.

Admission: 180 families w/ 3 people per family = $540 \times \$2$ per person = \$1,080

Learning Kits: 180 families $\times \$2$ per kit = \$360

Refreshments: 540 people $\times \$1$ per person = \$540

Promotion and Postage: \$225

Additional Museum Staff: 3 staff $\times 2$ hours $\times \$15$ per hour = \$90

Library Staff: 2 staff $\times 2$ hours $\times \$14$ per hour = \$56

Transportation: 1 bus @ \$90

Objective 4: To refine methods of evaluation for the program, with pre/post surveys and a revised Club Card approach, using information gained from discussions with Head Start Policy Council.

Keeping in mind the need for confidentiality of Head Start families, Head Start Family Resource Workers will share results of their initial yearly needs assessment with the partnership planning team in order to refine our surveys.

Activity 13: Administer pre/post survey about Museum and Library use.

Surveys will be administered to all families by Head Start Family Resource Workers during home visits at the beginning and end of the school year. The survey will be developed by the partnership planning team.

Duplication costs for Activities 13 through 17: \$175

Activity 14: Revise Museum and Library Club.

Although the percentage of return of the Museum and Library Club Cards was very low in our pilot year, the Head Start Policy Council has encouraged us to revise the distribution system and continue the activity. The implementation plan for the coming year is for Head Start Family Resource Workers to distribute club cards to parents at the home visit in which the initial survey is given.

Activity 15: Administer evaluation after “Parent’s Night Out.”

Parents will be asked to fill out an evaluation at the end of Parent’s Night Out, while still at the Museum or Library. The partnership planning team will compile the results of the evaluation.

Activity 16: Meet with Head Start Policy Council to evaluate “Parent’s Night Out.” The partnership team will report the results of the evaluation to the Policy Council, and with the help of the Policy Council, analyze them.

Activity 17: Administer evaluation after “Head Start Family Fun Day.”

Head Start Family Resource Workers will do a short interview with those parents who attended the Family Fun Day at the next home visit after the event and report the results to the partnership planning team.

Activity 18: Meet with Head Start Policy Council to evaluate “Head Start Family Day,” using interview results and Policy Council parents’ own experience with the event.

Objective 5: To develop a casebook documenting our experiences and providing suggestions for developing similar partnerships within other communities.

Activity 19: Partnership team meets to determine format and content of casebook and distribution system.

Working with the Institute of Museum and Library Services, we would determine an appropriate clearinghouse for the casebook. Both Discovery Center Museum and Rockford Public Library have web sites which could include the casebook. Both organizations annually attend conferences and would be pleased to serve on panels describing our experiences.

Casebook production cost: \$15 per book × 10 books = \$150

Activity 20: Partnership team meets to write casebook.

Community Relation Coordinator of Rockford Public Library and Marketing Coordinator at Discovery Center Museum will be co-editors.

Key Personnel

Key personnel for the project are Joanne Lewis, Head Start Education Coordinator; Debbie Beutel, Discovery Center Early Childhood Education Coordinator; and Andrew Finkbeiner, Rockford Public Library Youth Services Manager. In terms of administration, the Discovery Center Museum will serve as the fiscal agent and project coordinator. Discovery Center has an experienced accountant who is accustomed to doing financial records for federal and state grants. The Rockford Public Library will serve as meeting facilitator. Head Start will serve as the training and marketing coordinator. For qualifications of key personnel, see attached resumes. Additional personnel

involved in the project include members of the Head Start Policy Council, Discovery Center education staff and executive director, Rockford Public Library Youth Services staff, and Head Start faculty.

Potential for Continuation

Our history of work in this collaboration demonstrates the commitment of our agencies to work together to serve Rockford's low-income families. Based on the outcome of this implementation year, Head Start's intention is to secure funding for continuing field trips and site visits. Discovery Center Museum and Rockford Public Library will each include in their respective 2000 budgets funds dedicated to personnel and materials for the continued growth of the collaborative relationship.



Schedule of Completion
October 1, 1998, through September 30, 1999

	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.	Jul.	Aug.	Sep.
Activity 1		-----				-----						
Activity 2	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
Activity 3	-----					-----						
Activity 4		-----				-----						
Activity 5	----											
Activity 6	----											
Activity 7	----											
Activity 8		----										
Activity 9		----										
Activity 10		----										
Activity 11				----								
Activity 12					----							
Activity 13	----							----				
Activity 14	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
Activity 15		----										
Activity 16			----									
Activity 17				----								
Activity 18					----							
Activity 19									-----	-----	-----	-----
Activity 20									-----	-----	-----	-----

Project Budget Form Front

SECTION 1: DETAILED BUDGET

Name of Applicant Discovery Center Museum

IMPORTANT! READ INSTRUCTIONS ON PAGE 1.7 BEFORE PROCEEDING.

SALARIES AND WAGES (PERMANENT STAFF)

NAME/TITLE	No.	METHOD OF COST COMPUTATION	IMLS	MATCH	TOTAL
D. Beutel Early Ch.Ed.	()	10% of salary \$30,000	3000		3000
A. Finkbeiner Youth S.	()	5% of salary \$40,200	2000		2000
J. Lewis Ed. Co. Head	()	5% of salary \$28,000	1400		1400
	()				
TOTAL SALARIES AND WAGES			\$6400		6400

SALARIES AND WAGES (TEMPORARY STAFF HIRED FOR PROJECT)

NAME/TITLE	No.	METHOD OF COST COMPUTATION	IMLS	MATCH	TOTAL
Museum Floor Staff	(6)	75% of total in narrative	2348	782	3130
Library Staff	(8)	25% of total in narrative	1112	3336	4448
Head Start Faculty	()	explained in narrative		2570	2570
	()				
TOTAL SALARIES AND WAGES			\$3460	6688	10148

FRINGE BENEFITS

RATE	SALARY BASE	IMLS	MATCH	TOTAL
Discovery Center 20 % of	\$ 6130	920	306	1226
Library 25 % of	\$ 6448	403	1209	1612
Headstart 42 % of	\$ 3970		1667	1667
TOTAL FRINGE BENEFITS		\$ 1323	3182	4505

CONSULTANT FEES

NAME/TYPE OF CONSULTANT	RATE OF COMPENSATION (DAILY OR HOURLY)	No. OF DAYS (OR HRS) ON PROJECT	IMLS	MATCH	TOTAL
TOTAL CONSULTATION FEES			\$		

TRAVEL

FROM/TO	NUMBER OF: PERSONS DAYS	SUBSISTENCE COSTS	TRANSPORTATION COSTS	IMLS	MATCH	TOTAL
Rockford Wash DC	(3) (2)	550	800	1350		1350
	() ()					
	() ()					
	() ()					
TOTAL TRAVEL COSTS				\$ 1350		1350

Project Budget Form Back

SECTION 1 CONTINUED

MATERIALS, SUPPLIES, AND EQUIPMENT

ITEM	BASIS/METHOD OF COST COMPUTATION	IMLS	MATCH	TOTAL
Materials and Kits	Narrative	1608		1608
Evaluation Supplies	Narrative	175		175
Casebook	Duplication	150		150
Food- 2 family dinners	Family Fun Day	1440		1440
TOTAL COST OF MATERIAL, SUPPLIES, & EQUIPMENT		\$ 3373		3373

SERVICES

ITEM	BASIS/METHOD OF COST COMPUTATION	IMLS	MATCH	TOTAL
Transportation	explained in narrative		13680	13680
Admission fees	" "	3304		3304
Family passes	" "	750		750
Museum Rental	standard after hours rent	350		350
	TOTAL SERVICES	\$ 4404		18084

OTHER

ITEM	BASIS/METHOD OF COST COMPUTATION	IMLS	MATCH	TOTAL
Mailings and Postage	Promotion in narrative	225		225
	TOTAL COST OF OTHER	\$ 225		225

TOTAL DIRECT PROJECT COSTS	\$ 20,535	23,550	44085
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INDIRECT COSTS

Select either item A or B and complete C.

Applicant is using

☐ A. an indirect cost rate which does not exceed 20% of direct costs

or

☐ B. an indirect cost rate negotiated with a Federal agency

Name of Federal Agency

Effective Date of Agreement

C. Rate base(s) Amount(s)

% of \$

% of \$

Amount(s)

\$

\$

TOTAL INDIRECT COSTS	\$
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Project Budget Form

SECTION 2: SUMMARY BUDGET

Name of Applicant Discovery Center Museum

IMPORTANT! READ INSTRUCTIONS ON PAGE 1.7 BEFORE PROCEEDING.

DIRECT COSTS

	IMLS	MATCH	TOTAL
SALARIES AND WAGES	<u>9860</u>	<u>6688</u>	<u>16548</u>
FRINGE BENEFITS	<u>1323</u>	<u>3182</u>	<u>4505</u>
CONSULTANT FEES	<u>-</u>	<u>-</u>	<u>-</u>
TRAVEL	<u>1350</u>	<u></u>	<u>1350</u>
SUPPLIES & MATERIALS	<u>3373</u>	<u></u>	<u>3373</u>
SERVICES	<u>4404</u>	<u>13680</u>	<u>18084</u>
OTHER	<u>225</u>	<u></u>	<u>225</u>

TOTAL DIRECT COSTS	<u>\$ 20,535</u>	<u>\$ 23,550</u>	<u>\$ 44,085</u>
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INDIRECT COSTS*	<u>\$</u>	<u>\$</u>	<u>\$ -</u>
------------------------	-----------	-----------	-------------

* If you do not have a current Federally negotiated rate, your indirect costs must appear in the Match column only.

TOTAL PROJECT COSTS	<u>\$ 44,085</u>
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AMOUNT OF CASH-MATCH	<u>\$ 23,550</u>
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AMOUNT OF IN-KIND CONTRIBUTIONS-MATCH	<u>\$</u>
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TOTAL AMOUNT OF MATCH (CASH AND IN-KIND CONTRIBUTIONS)	<u>\$ 23,550</u>
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AMOUNT REQUESTED FROM IMLS	<u>\$ 20,535</u>
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PERCENTAGE OF TOTAL PROJECT COSTS REQUESTED FROM IMLS (MAY NOT EXCEED 50%)	<u>46.58</u>	<u>%</u>
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Have you received or requested funds for any of these project activities from another Federal agency? (please circle one) ☐ Yes ☒ No

If yes, name of agency _____

Date _____

Amount requested \$ _____

LC ACQUISITIONS
0 028 636 581 4







08/24/2010

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